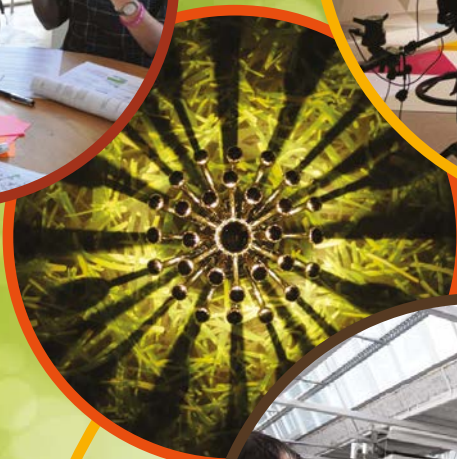


SELVET

*Social and Emotional Learning
in Vocational Education and Training*

An introduction



SELVET

*Social and Emotional Learning
in Vocational Education and Training*



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Chapter 1

PURPOSE OF THE GUIDEBOOK

This guidebook is the result of a two-year Leonardo Partnership project titled “Social and Emotional Learning in Vocational Education” (SELVET). This was supported by the European Commission’s Lifelong Learning Programme.

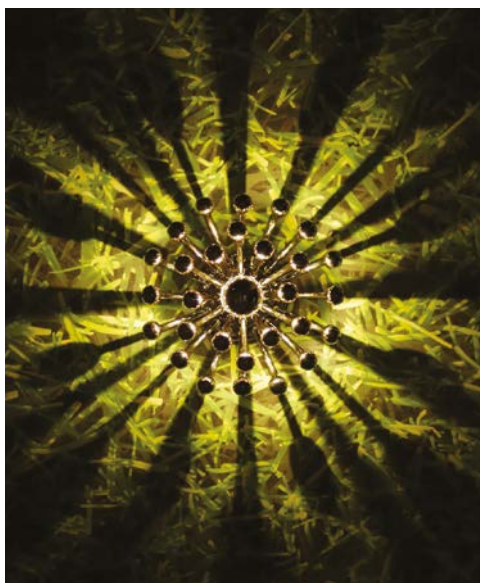
Non-cognitive abilities – such as persistence, motivation, emotional stability, and social skills – are considered to be as important, if not more so, than cognitive capabilities when determining one’s success in life, and in working life in particular. One example of the way these competences can be learnt is through Social and Emotional Learning (SEL) programmes. The SELVET Partnership wished to explore the application of SEL interventions within each partner country and how their learning could inform the application of SEL interventions in Vocational Education and Training (VET).

The **purpose** of our guidebook is to give an overview of the concept of SEL and its application within partner countries, to raise awareness of its importance, and to provide a rationale and argument for inclusion of such programmes in VET.

Our main target audience includes school directors, principals, and teachers, as well as decision-makers and policy-developers within vocational education. However we also anticipate that it will be of interest to education-providers from other spheres as well.

Chapter 2 provides an account of each project partner and the goals and main activities of the partnership.

Chapter 3 describes the concept, structure and main characteristics of SEL programmes in general, in primary and in secondary education. It also outlines the potential impact of these interventions and the growing recognition of the importance of teaching SEL through EU and OECD policies and regulations.



Chapter 4 discusses the special relevance of SEL programmes for VET specifically: the general characteristics of VET students, the image of VET in its participating countries, and how SEL programmes can help VET students achieve academic goals.

Chapter 5 explores SEL interventions outside the school system and how these may complement and inform those within it. Specifically, we discuss the potential role of sports and arts activities in teaching SEL capabilities.

Chapter 6 presents an overview of each participating country's education system, the relevant regulatory frameworks, the history of SEL programmes in the respective countries and examples of good practices that are aimed at developing social and emotional competences.

Chapter 7 summarises the lessons learnt from the country reports and discusses the challenges and opportunities in implementing SEL programmes, as well as indicating potential directions for the future.

Chapter 8 lists the articles and data sources referenced throughout the document. Links and resources that are only relevant to specific chapters can be found at the end of that particular chapter.



Chapter 2

INTRODUCTION TO THE SELVET PROJECT AND ITS PARTICIPATING PARTNERS

The partnership consisted of five organisations: AKUT Alapítvány, Hungary; The Hague University of Applied Sciences, The Netherlands; Creative Youth, the United Kingdom; Volkshochschule Göttingen, Germany; and Malta College of Arts, Science and Technology, Malta. These organisations have different levels of experiences of Social and Emotional Learning (SEL), as per the primary focus of their work and their respective educational environments.

Introduction to the participating organisations

AKUT Alapítvány

AKUT's mission is to help with the social inclusion of different types of socially disadvantaged groups, mainly by developing their self-care capabilities. In order to fulfill their aims, they develop educational materials and organise educational programmes that help their target groups take an active role in solving their own problems. Some of AKUT's staff members are psychologists with experience in cognitive behavior therapy, this field providing a theoretical background for a number of SEL programmes. The SELVET partnership was first initiated by AKUT due to a lack of similar programmes in Hungarian Vocational Education and Training (VET) schools. According to a European survey (Special Eurobarometer 369, 2011), out of all respondents Hungarians were the least satisfied with VET's ability to develop communication and teamwork.

Interest in the SELVET project

AKUT invited partners with various profiles and backgrounds in SEL in order to learn from them and to compile a rich resource for the purposes of setting up complex SEL programmes in different settings. Its main aim is to study SEL programmes and prepare for their adaptation in Hungary.

Website: <http://www.akutfoundation.org/>

The Department of Youth and Development at The Hague University of Applied Sciences

The Department of Youth and Development develops, evaluates and disseminates SEL programmes for elementary and high schools throughout the Netherlands, with a special emphasis on those that are lower vocational or in socially disadvantaged areas. Over several randomised control trials, the department's main SEL programme, 'Skills4Life', was shown to be effective, both in terms of enhancing pro-social behavior and school and work attitudes. Academic achievements and skills were also developed, along with a reduction in antisocial behaviour and emotional problems and disorders. The department trains schoolteachers, youth sport coaches and youth organisation leaders in applying Skills4Life, while a Skills4Life programme for parents is also under development. The department cooperates with TNO

Innovation for Life (The National Applied Research Institution, The Netherlands), the University of Utrecht (The Netherlands) and the Derek Bok Center for Teaching and Learning of Harvard University (Cambridge, US) on SEL programme development, research and dissemination.

Interest in the SELVET project

The department wishes to develop long term partnerships with other participating organisations in order to learn about the characteristics of VET sectors in countries across Europe, and help partners improve their existing programmes or develop new ones, as is the case for AKUT.

Website: www.dehaagsehogeschool.nl

Creative Youth

Creative Youth enables young people to realise their potential through the arts. In the present day economic climate, youth unemployment in the UK has risen to 20.3% and cuts to the arts are having a negative impact on job opportunities for young people. Creative Youth's model is designed to equip a generation of self-sufficient individuals with the emotional and social resilience to control their own futures and address the challenges of realising their potential.

It organises the highly-acclaimed annual International Youth Arts Festival, in which young people assume all responsibility for creativity and production. The event gives young people opportunities to work as performers, event managers, producers and innovators, providing them with the necessary support to develop successful careers in the arts. The work of the festival is advanced through the year-round Creative Talent programme, which identifies young and emerging artists and organisations who have the potential to become excellent creative practitioners and provides them with artistic, business, and strategic support. Creative Youth works with its sponsors and partners to ensure that such young companies are equipped with key business skills, allowing them to turn their visions into commercial ventures. The organisation is based in London and works throughout the UK, drawing international participation through the festival itself.

Interest in the SELVET project

Creative Youth is interested in evolving and developing its practice, and in identifying ways in which it can further support the development of its young artists, with a particular focus on helping them to become self-sustaining entrepreneurs. Through involvement in the project and sharing learning with its participating partners, the charity will develop an effective strategy for volunteer management, particularly in training its staff in working with cultural diversity and more challenging and marginalised groups.

Website: <http://iyafestival.org.uk/creative-youth/>



Volkshochschule Göttingen

Volkshochschule Göttingen is an institution of adult education, supported by the state of Lower Saxony and the city of Göttingen. In addition to open training for all citizens of the region, the focus of its education is on qualification and career guidance for the unemployed, young people with social handicaps, migrants, and especially for women. Self-directed learning methods are increasingly used as part of these qualifications in order to enhance lifelong learning processes. Topics include the transition from school to work – including the successful introduction of *The Real Game*® as a simulation for life and career planning – and different approaches to obtaining diplomas and access to higher education in general. In *The Real Game* students use role-play, group work and individual investigation to develop the knowledge, skills and attitudes they will need to assess their further education and career options.

Website: www.vhs-goettingen.de

Malta College of Arts, Science and Technology (MCAST)

MCAST is Malta's leading post-secondary VET College. Its mission is to provide universally accessible vocational and professional education and training with an international dimension, responsive to the needs of the individual and the economy. The main purpose of the College is to provide vocational education and training to Maltese young people in order to satisfy the requirements of local industry. The full-time student population now stands at approximately 6,000 students, covering a wide spectrum. Some, for example, at lower level courses struggle with literacy and numeracy, and tend to benefit from the support offered by the Learning Support Unit to help progress to higher levels. MCAST also teaches students with mild to moderate intellectual disability, as well as an increasing number of migrant students, the majority of which are from Africa. MCAST has several SEL programmes, and offer personal development sessions and seminars. Topics covered include communication strategies, intra-personal skills, working with others, problem-solving strategies, self-management skills, and civic skills. They also offer a 30-hour training course on developing social and interpersonal skills which covers self-awareness and peer relations, values, beliefs and attitudes, diversity, the ideal helper, core conditions of peer support, and self-care for the helper.

Interest in the SELVET project

Both MCAST and Volkshochschule Göttingen are institutions that are already involved in VET. They wish to use the SELVET project to learn about new SEL programmes, improve their existing training initiatives, and implement presented good practices.

Website: <http://www.mcast.edu.mt/>



Introduction to the SELVET project

The main aims of this project are to:

- a) Explore SEL programmes in different settings in order to learn about how they can be applied to vocational education and after-school settings, the prerequisites of their introduction on local and national levels, the kind of training needed for VET teachers to conduct SEL classes and courses, and the critical success factors for their sustainability.
- b) Involve VET students in the exploration and evaluation of the presented best practices.
- c) Examine the transferability of the studied methods into the partners' respective countries.
- d) Lay down the foundation for future international joint projects.
- e) Disseminate the presented best practices and project ideas to local and wider life-long learning communities.

The project revolved around four main activities:

- 1. Organisation of field trips and workshops within the framework of 2-3 day partner meetings.
- 2. Local development activities for adapting new practices to a local context.
- 3. Creation and maintenance of a blog that shares background literature, project reports and photos with the broader public.
- 4. Creation of a guidebook that helps others learn about the importance of SEL and VET, and presents the challenges of implementing such programmes.

We arranged six partner meetings throughout the lifetime of the project, the detailed agendas of which can be found on the project blog. Here we offer a selection of pictures taken in order to give a flavour of the atmosphere generated:

Kick off meeting: Budapest, 14-16 November 2013



**Second meeting: Göttingen,
11-13 June 2014**



**Third meeting:
The Hague, 10-12 September 2014**



Fourth meeting: London, 20-22 October 2014



**Fifth meeting:
Paola, 11-13 March 2015**



**Final meeting:
Budapest, 21-22 May 2015**



The SELVET project blog can be found at <http://selvet.weebly.com/>

Chapter 3

INTRODUCTION TO THE CONCEPT OF SOCIAL AND EMOTIONAL LEARNING (SEL)

History of SEL

In the late 1970s and early 1980s a paradigm shift took place within the disciplines of developmental psychology and related sciences. A central tenet of this shift was the conceptualisation of sets of 'development tasks' that children and young people should master in order to become well-functioning adults (Diekstra *et al*, 1992). An early and important proponent of this approach was the Swiss psychologist Jean Piaget who identified what has since been recognised as basic social-cognitive developmental tasks. The developmental tasks approach became an important impetus to the social and emotional competences movement, later also often designated as the 'Social Emotional Learning education movement'.

The competences or 'skills for life' approach is basically preventative. It capitalises on what can be done at a particular time and stage for children and young people in order to increase their probability of successfully completing developmental tasks. This shift towards prevention of problems instead of waiting for them to occur and then treating or curing them coincided with another paradigm shift, in the realm of psychotherapy and counselling (Knaus, 1974; Corsini, 1995). The 1970s and 1980s have often been labelled as the decades of the 'therapeutic movement' – in particular the behavioural and cognitive behavioural therapies that became so successful and widespread over these years acquired influence and popularity far beyond the clinical realm.

A question that arose was whether the teaching approaches used with those who suffered from disorders could be taught so as to prevent them from developing disorders in the first place. As a result, an ever-growing number of therapeutic methods developed for patients were converted into training programmes for people who were not, as yet, patients. Conspicuous and highly popular examples of this movement were so-called assertiveness training programmes. It is not by coincidence that many of the competences and themes of assertiveness training of that time have become part and parcel of social and emotional competences programmes in schools today. A telling and impressive example of this was the efforts of a group of psychologists in New York who, over the late 1970s and early 1980s, decided to translate the basic ideas and methods comprising cognitive-behavioural and rational-emotive therapy into a social-emotional curriculum for elementary schools, named Rational-Emotive Education, or REE (Knaus, 1974).

An important contribution and impetus to the introduction of SEL interventions in the school system came from a number of international organisations that were founded after the Second World War. While their influence was limited in the late 1940s and 1950s, they became increasingly heard in the 1960s. The most influential in this respect were the United Nations Children's Fund (UNICEF), which had an emphasis on education, and the World Health Organization (WHO), with an emphasis on the overall health of children. The latter held the definition of health as being 'a complete state of physical, mental and social well-being, and not merely the absence of disease'. As a result WHO became not only increasingly influential in the health care arena, but also in the education system.

The first structured school-based SEL programmes appeared in the United States in the late 1960s. The Collaborative Association of Social Emotional Learning (CASEL), now based in Chicago, became the leading organisation in the US for advancing the development of academic, social and emotional competences in all students. The concept of SEL became well known after Daniel Goleman published his book *Emotional Intelligence: Why It Can Matter More Than IQ* in 1995. One of Goleman's important messages was that character matters, and that the skills that build character can be taught (edutopia, 2015).

Definition of SEL

CASEL defines Social and Emotional Learning (SEL) as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions”. SEL is a process that helps children, young people and sometimes adults develop the fundamental competences for life effectiveness.

According to CASEL, SEL consists of five interrelated competences:

- *Self-awareness*: knowing what we are feeling in the moment; having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.
- *Self-management*: handling our emotions so they facilitate, rather than interfere with, the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations.
- *Social awareness*: understanding what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups.
- *Relationship skills*: handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, resistance to inappropriate social pressure, negotiating solutions to conflict, and seeking help when needed.
- *Responsible decision-making*: making decisions based on an accurate consideration of all relevant factors and the likely consequences of alternative courses of action; respecting others, and taking responsibility for one's decisions.

Figure 1: CASEL: Social and Emotional Learning Core Competencies



The Organization for Economic Cooperation and Development (OECD) defines SEL as a construct with three overarching competences, each with an associated skill set, as shown in Table 1. The OECD report (2015) regards SEL competences as essential to succeed at school, at work, and in life overall in the 21st century, and mentions character skills, non-cognitive skills and soft skills as alternative expressions for social and emotional skills.

Table 1: OECD definition of SEL competences and associated skills.

	Competence	Associated skills
1.	Pursuing goals	Perseverance, self-control, passion for goals
2.	Working with others	Sociability, respect, care
3.	Managing emotions	Self-esteem, optimism, confidence

SEL involves both social and emotional competences, with the concept of emotional competence emerging in the literature of recent decades (Denham, Salich, Olthof, Kochanoff & Caverly, 2004; Denham, Bassett & Wyatt, 2007; Dowling, 2001). Researchers studying emotional competence claim that it is closely intertwined with social competence while, at the same time, firmly believing that it is a construct in its own right and, as such, it must be investigated as an independent phenomenon.

Other concepts relevant to SEL

OECD and EU regulations, communications, policy and research papers highlight skills and competences closely related to SEL that are important for one's success in school, in the labour market and as a member of society. The concepts of social and civic competences, transversal skills, and 21st century skills all cover important aspects of SEL.

Among the “[key competences for lifelong learning](#)” (2006/962/EC), social and civic competences are evidently linked to SEL. However elements of other key competences are related as well:

Communication in the mother tongue

- This is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form.
- It also relates to one's disposition to critical and constructive dialogue, and an interest in interaction with others. This implies an awareness of the impact of language on others and a need to understand and use language in a positive and socially responsible manner.

Communication in foreign languages

- This is the appreciation of cultural diversity, and an interest and curiosity in languages and intercultural communication.

Learning to learn

- This refers to one's motivation and confidence in pursuing and succeeding at learning throughout one's life.
- It also covers a problem-solving attitude that supports both the learning process itself and an individual's ability to handle obstacles and change.

Social and civic competences

- These include personal, interpersonal and intercultural competences, and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in both social and working life. In particular these competences relate to increasingly diverse societies, and resolving conflict where necessary.
- The core skills of these competences include the ability to communicate constructively in different environments, to show tolerance, to express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy.
- Individuals should be capable of coping with stress and frustration and expressing them in a constructive way.
- The competences are based on an attitude of collaboration, assertiveness and integrity. Individuals should have an interest in socio-economic developments and intercultural communication, value diversity and respect others, and be prepared both to overcome prejudices and to compromise.

Sense of initiative and entrepreneurship

- This refers to an individual's ability to turn ideas into action. It covers creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives.
- Having an entrepreneurial attitude includes having the necessary motivation and determination to meet objectives, whether this relates to personal goals or aims held in common with others, including at work.

Cultural awareness and expression

- This includes the ability to relate one's own creative and expressive points of view to the opinions of others, and identifying and realising social and economic opportunities through cultural activity.

Transversal skills (or transferable skills) are skills that are not job-specific but can be used in different fields and occupations (European Training Thesaurus, Cedefop, 2008). Transversal skills relevant to SEL include communication skills, problem-solving skills, the ability to think critically, the ability to take initiative, and the ability to work collaboratively. Transversal skills are essential for preparing students to adapt to the needs of the ever-changing labour market.

21st century skills include SEL skills that are relevant for the labour market and that are valued by employers. This topic is considered in Chapter 4.

SEL programmes in schools

There has been tremendous growth during the past several decades in the number of interventions designed to teach SEL competences at schools, both in elementary and secondary education. Although most of the evidence for the efficacy of SEL programmes came from studies in the United States, their development and evaluation has increased in European countries, such as in the UK and the Netherlands.

In addition to teaching and enhancing social and emotional skills, many school-based programmes focus on topics such as prevention of substance abuse and violence, health

promotion and character education. Some have also specific components for fostering safe and supportive learning environments. Such environments have been shown to build strong student attachment to their schools and increased their motivation to learn, factors strongly associated with academic success.

CASEL is the key organisation for development, promotion and evaluation of SEL interventions in the US. The [European Network for Social and Emotional Competence \(ENSEC\)](#) develops and promotes evidence-based practice in relation to socio-emotional competences and resilience among school students in Europe. Along with the Centre for Resilience and Socio-Emotional Health (CRES) at the University of Malta, ENSEC published a peer-reviewed electronic journal titled *The International Journal of Emotional Education* (IJEE) that presents evidence-based interventions in the field of emotion education. The IJEE is an open-access journal and is free of charge, both for readers and authors.

Impact of SEL programmes

SEL programmes were shown to be efficient in relation to several aspects over the previous decades. The meta-analyses of Durlak *et al.* (2011) and Sklad *et al.* (2012) provide evidence that SEL interventions were effective in increasing students' academic performance and positive self-image; in reducing emotional distress, such as anxiety or depression; in improving positive attitudes towards oneself and others, including higher academic motivation, stronger bonding with school and teachers, and more positive attitudes towards school in general; in improving self-management and classroom behaviour, such as following classroom rules and in decreasing misbehaviour and aggression.

The OECD report (2015) presents evidence that skills such as perseverance, sociability and self-esteem, among others, increase subjective wellbeing, improve mental and physical health (reducing depression, obesity and vulnerability to becoming victimised), and reduce the odds of engaging in conduct problems. SEL skills were also shown to have a positive impact on educational attainment and grades.

Attainment of SEL competences contributes to academic achievement, as well as improving mental health and development of prosocial behaviour. Results from PISA 2012 show that higher self-belief, motivation and expectations are associated with better performance in literacy. SEL skills also help students to perform better in maths: a child *“who is very disciplined and persistent is likely to increase his or her maths skills more than a child with equal levels of maths skills but with lower levels of discipline and persistence. Discipline and persistence make it more likely that the child will diligently do the homework and gain more from it. Cognitive and social and emotional skills are thus tightly connected.”*

Growing recognition of SEL at policy and regulatory level

The Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training (2010) recognises the importance of skills and competences that are not purely occupational to enabling people to adapt to, and to manage change in life. It emphasizes that it should be possible to acquire such competences in vocational education and training (VET) as much as in other spheres of education. The European Commission's communication (2012) argues that a much stronger focus needs to be put on developing transversal skills at all education levels in order to enable young people to adapt to a changing labour market.

The importance of SEL competences is also highlighted in the European Qualifications Framework (EQF). EQF is a reference framework for national qualification systems in Europe. Its goal is to ensure greater parity between qualifications acquired in different countries, and

thus enable learner and worker mobility and employability within the countries that join the system voluntarily. By 2015 all participating countries in the SELVET project had linked their national qualifications levels to the EQF.

EQF uses eight reference levels that cover all education levels and types, and are described in terms of learning outcomes. On each level these are defined in terms of knowledge, skills and competences, with the main elements of competence being autonomy and responsibility. Upper secondary vocational education, which is of special interest to the SELVET project, usually leads to qualifications at EQF Level 4. Table 2 shows the descriptions of EQF Level 4 skills and competencies, relevant for SEL, found in the SELVET project's participating countries.

Table 2: EQF Level 4 skills and competences relevant to SEL in partner counties (SELVET)

	Skills	Competences	Attitudes
Germany	Problem-solving	Working within a group (social)	
Hungary	Problem-solving	Autonomy and responsibility: self-control, assuming responsibility for one's own actions or for the work of a small group or community	Capability to compromise, following ethical and legal norms in decision-making situations
Malta	Problem-solving in the specific field	Supervision of the work of oneself and others, with responsibility and autonomy	
Netherlands	Problem-solving; undertaking personal development; communication	Responsibility and independence: working in a team, taking responsibility for one's own activities, and sharing responsibility for the results of activities and work of others	
UK	Problem-solving	Autonomy and accountability: taking responsibility for courses of action, including where relevant responsibility for the work of others	

Source: CEDEFOP (2013)

Further reading:

<http://www.casel.org/>

<http://enseceurope.org/>

<http://www.fundacionbotin.org/internal-education-area/emotional-and-social-education-international-analysis.html>

There are a growing number of studies and reports on efficient SEL programmes that target primary and secondary school students, or kindergarten and nursery schoolchildren. We provide an overview of a number of these below:

Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs (CASEL, 2003): This report offers an overview of the SEL concept and reviews widely available SEL programmes in the US targeting children from 5-18 years of age.

The 2013 CASEL Guide. Effective Social and Emotional Learning Programs. Preschool and Elementary School Edition: This guide gives an overview of 23 efficient SEL programmes that target 4-14 year olds in the US. Most of the reviewed programmes explicitly taught social and emotional skills.

Social and Emotional Education. An International Analysis, Fundación Marcelino Botín Report 2008: This report gives an overview of the history of SEL and good SEL practices, mostly school programmes, in the US and in some European countries, including Germany, Spain, the Netherlands, the United Kingdom and Sweden.

Social and Emotional Education. An International Analysis, Fundación Botín Report 2011: This report presents SEL programmes developed in Australia, Canada, Finland, Portugal and Singapore. It also introduces the Botín Foundation's Responsible Education Programme, following its three-year long implementation in 100 schools in Spain (Cantabria).

Social and Emotional Education. An International Analysis, Fundación Botín Report 2013: This report presents SEL practices developed in Argentina, Austria, Israel, Norway and South Africa.

Social and Emotional Education. An International Analysis, Fundación Botín Report 2015: The 2015 edition contains another five country reports: Denmark, Malta, Mexico, New Zealand and Switzerland. It also introduces two instruments for evaluating emotional intelligence in children and adolescents – the only measurements of this kind in the world today.

What works in enhancing social and emotional skills development during childhood and adolescence? A review of the evidence on the effectiveness of school-based and out-of-school programmes in the UK. WHO Collaborating Centre for Health Promotion Research, National University of Ireland Galway, 2015: This review presents SEL programmes in the United Kingdom that were proven to be efficient, to varying degrees, in targeting children and young people aged 4-20.



Chapter 4

RELEVANCE OF SOCIAL AND EMOTIONAL LEARNING (SEL) IN VOCATIONAL EDUCATION AND TRAINING (VET)

Implementing SEL programmes in VET is the next logical step in the development of SEL interventions, with at least two arguments to back this up:

- SEL competences are important to labour market success;
- Compared to those in general secondary education, VET students in many European countries come from a more disadvantaged background and as a consequence have less well-developed knowledge and social and emotional competences.

These arguments are explored more fully below.

SEL and labour market success

The long-term employability of job-seekers cannot be improved by training schemes that only consider employers' demands for competencies specific to their own immediate-term needs. Cognitive skills alone are not enough, as students need to master social and emotional skills to be able to achieve positive life outcomes (OECD, 2015a)

But what are the SEL skills most closely related to labour market success? The 21st century skills concept is closely related to SEL in VET and is motivated by the belief that it is highly important to teach students universally applicable skills that help them to adapt to all academic subject areas, careers, and civic settings throughout their life. Examples of 21st century skills, as defined by The Partnership for 21st Century Learning¹ (P21), relevant to SEL are shown in Table 3.

1. P21 is a US-based organisation founded in 2002 to promote the importance of teaching 21st century skills in schools and involves the business community, education leaders, and policy-makers in its work. Its founding members are the U.S. Department of Education, the National Education Association (US), AOL Time Warner Foundation, Apple Computer, Inc., Cisco Systems, Inc., Dell Computer Corporation, Microsoft Corporation, and SAP.

Table 3: 21st century skills relevant to SEL competences

21st Century Skills	Components
Learning and innovation skills	Creativity Critical thinking Communication Collaboration
Life and career skills	<p>Adaptability ability to effectively adapt to varied roles, job responsibilities, schedules and context work in a climate of ambiguity and changing priorities</p> <p>Flexibility Incorporate feedback effectively Deal positively with praise, setbacks and criticism Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments</p> <p>Initiative & self-direction Manage goals and time Balance tactical (short-term) and strategic (long-term) goals Be self-directed learners Demonstrate commitment to learning as a lifelong process Reflect critically on past experiences in order to inform future progress</p> <p>Social & cross-cultural skills Interact effectively with others Appreciate the appropriate time to listen and to speak Conduct themselves in a respectable, professional manner Work effectively in diverse teams Respect cultural differences and work effectively with people from a range of social and cultural backgrounds Respond open-mindedly to different ideas and values Leverage social and cultural differences to create new ideas and increase both innovation and quality of work</p> <p>Productivity & accountability Set and meet goals, even in the face of obstacles and competing pressure Work positively and ethically Collaborate and cooperate effectively with teams</p> <p>Leadership & responsibility Use interpersonal and problem-solving skills to influence and guide others toward a goal Leverage strengths of others to accomplish a common goal Inspire others to reach their very best through example and selflessness Be responsible to others Act responsibly with the interests of the larger community in mind</p>

Other initiatives aimed at identifying 21st century skills include research collaboration sponsored by Cisco Systems Inc., Intel Corporation and Microsoft Corporation (ATC21S, 2009-2012). The project identified four broad categories: knowledge, skills, attitude, and values/ethics. In collaboration with the international educational, political and business communities, it developed prototypes for the assessment of such abilities.

In their study of 21st century skills in OECD countries, Ananiadou and Claro (2009:8) used the following definition: *“Those skills and competencies young people will be required to have in order to be effective workers and citizens in the knowledge society of the 21st century.”* They define three dimensions for 21st century skills:

The information dimension

- typical skills in this dimension are research and problem-solving skills

The communication dimension

- ability to communicate, exchange, criticise, and present information and ideas

The ethics and social impact dimension

- including the responsibility to act, to refrain from certain actions, and digital citizenship

Researchers at the World Bank (Guerra, Modecki and Cunningham 2014) identified SEL competences that are especially important in a work environment and are valued by employers. They classified relevant skills into eight groups, otherwise known as the “PRACTICE” skills:

- Problem-solving - social-information processing skills, decision-making skills, and planning skills
- Resilience – stress resistance, perseverance, optimism, and adaptability
- Achievement/Motivation - mastery orientation, sense of purpose, and motivation to learn
- Control - delay of gratification, impulse control, attentional focus, and self-management
- Teamwork - empathy/prosocial behaviour, low aggression, communication skills, and relationship skills
- Initiative - agency, internal locus of control, and leadership
- Confidence - self-efficacy, self-esteem, and positive identity
- Ethics - Honesty, fairness orientation, and moral reasoning

Such studies recognise and acknowledge the place of SEL competences in their definitions of 21st century skills and their importance in the present-day and future labour markets. They also highlight the need to develop agreed definitions of such competences and to progress means of assessing them, as well as developing teacher training programmes that focus on their teaching (Ananiadou and Claro, 2009; Guerra, Modecki and Cunningham 2014).

Profile of VET students and the status of VET

A higher proportion of socio-economically disadvantaged students is found in vocational education than in general secondary schools in a number of European countries. Socio-economic disadvantage was shown to increase the chances of dropping out of education prematurely. Factors include low household income, poor living conditions, domestic violence, and issues for parents (physical/mental health issues, unemployment, no or little qualifications, single parenthood).

In many European countries the drop-out rates from VET are higher than those of general education (European Commission/ EACEA/Eurydice/Cedefop, 2014; OECD, 2014). In Hungary, for example, the drop-out rate from general upper secondary education (grammar school) was 11% in 2012, while the ratio was 29% for vocational schools, 50% for special vocational schools and 19% for secondary vocational schools (Martonfi, 2014). Drop-out rates from VET are also higher for students from migrant or ethnic minority backgrounds than those of other students. At the same time in many countries, such as Hungary and the Netherlands, migrants and minority students are over-represented in those VET programmes that face higher drop-out rates in general. Socio-economic disadvantage and educational disadvantage are highly interrelated (Eurofound, 2012) - VET students are less likely to continue their education than graduates from general secondary schools with similar proficiency in literacy (OECD, 2015b).

VET has a somewhat negative image in many European countries, though there is great variation in this aspect. The results from the special Eurobarometer report (European Commission, 2011), for the five countries of the present project are shown in Table 4.

Table 4: Image of VET in the participating countries

Perception of VET	Germany	Hungary	Malta	Netherlands	UK
Percentage of respondents who think that VET has a positive overall or general image	82	59	92	50	70
Percentage of respondents who totally disagree with the statement that VET leads to well paid jobs	40	51	17	37	29
Percentage of respondents who totally agree with the opinion that VET leads to jobs which are not well regarded in society	26	51	15	33	30

From this evidence, it can be deduced that VET has the best image in Malta and the worst in Hungary. The recent report (European Commission/EACEA/Eurydice/Cedefop, 2014) mentions the negative image of VET in some European countries, asserting that negative judgements of VET used in the everyday language of parents or teachers have an impact on VET students. They are said to “interiorise the idea that they are ‘not good enough’ and this is one of the causes of disengagement from education”.

How SEL can help VET students

It is especially important for children from disadvantaged backgrounds to learn SEL competences as young an age as possible, as it helps with their social mobility (OECD,

2015a). The school has a potentially important role in helping them to acquire these competences, as parents with a low level of education are less effective in developing the cultural capital of their children (Flouri and Ereky-Stevens, 2008). The 2012 Pisa Report states that “socio-economically disadvantaged students not only score lower in mathematics, they also reported lower levels of engagement, drive, motivation and self-beliefs”. On the other hand, students with disadvantaged backgrounds but with a high level of social emotional skills can beat the odds. Their attitudes towards aspects of learning, such as perseverance and openness to problem-solving, are positively associated with performance in the PISA financial literacy assessment. The report states that “resilient students, disadvantaged students who achieve at high levels, break this link; in fact, they share many of the characteristics of advantaged high-achievers”.

Though SEL interventions could be especially helpful for VET students, this kind of education is lacking in most European countries. According to the special Eurobarometer report (2011), the proportion of respondents who agree that VET fails to teach communication and teamwork skills are 60% in Hungary, 27% in Germany, 24% in the UK, 21% in the Netherlands and 13% in Malta. Once again, Hungary is shown to have the most negative perception of VET, while Malta is the most positive.

Further reading:

<http://www.p21.org/about-us/p21-framework>

<http://www.atc21s.org/>

<http://www.oecd.org/pisa/>

Chapter 5

SOCIAL AND EMOTIONAL LEARNING (SEL) OUTSIDE THE FORMAL EDUCATION SYSTEM



The purpose of this chapter is to explore two interrelated themes:

1. The relevance of Social and Emotional Learning (SEL) to organisations and bodies that work outside the formal educational system, and whose activities contribute to the development of skills and aptitudes relevant for particular vocations.
2. The ways in which approaches taken by such organisations could inform SEL within formal educational settings.

In this context, formal education is considered to be that which occurs within the framework of study and specific teaching programmes of educational institutions. Informal learning is that which takes place through activities outside such provision, in which participation is usually voluntary and for which the main focus is often centred on a shared interest, such as sports, music, crafts or outdoor pursuits. As there is such a vast range of such informal activities, here we will focus primarily on those undertaken by organisations or groups that intend to support development of skills and abilities of vocational relevance. For instance, swimming clubs offer training for potential professional swimmers, amateur drama productions offer participants the opportunity to discover their aptitude for a career in the arts, and creative writing workshops help future authors in developing their craft.

Rationale for adopting SEL into programmes outside the formal education system

Chapters 3 and 4 highlight the importance of social and emotional competences in enabling people to adapt to social change and to new developments in the labour market. SEL is of particular relevance to the progress of socio-economically disadvantaged students. Such students are overrepresented in vocational education and training (VET), relative to general upper secondary education, in most participating countries. Recognising that learning is not confined to the walls of schools and colleges, but can occur through all of life's experiences, provides the rationale for extending the provision of SEL programmes beyond the classroom. As stated in Chapter 3, such provision engages families and communities in the learning processes of students, iterating and amplifying the impact of SEL instruction in formal education.

For provision outside the formal education system to be effective in contributing to SEL, the programmes need to be explicit in their aims, structured and coordinated in their activities, and actively involve the learners (Durlak & Weissberg, 2007; Culp, 2015). For example, becoming a member of a local horse-riding club develops physical fitness and coordination and understanding of working with horses. Furthermore, it may lead to heightened personal and social skills which can be taken into other spheres of life – but this is more likely to be a fortuitous by-product unless it is built into the design of the activities and actively encouraged.

The potential contribution of SEL in competitive sport

Competitive sport requires players to undertake a great deal of commitment, energy, motivation and training, entails engaging in a win-lose situation with an opponent, and, in some instances, the added challenge of working together as a team towards a shared objective. Sport is universal and is played by all ages and cultures, with sports such as football, baseball or cricket attracting huge followings across the globe. Beyond players, family members, coaches, managers, promoters, and supporters are all stakeholders as well. Development in sport can yield benefits for players in the areas of personal health, self-control and improved communication and teamwork skills, while also providing a potential route to a profession. It can also benefit wider society by engaging a broad spectrum of people in shared activities and encouraging them to build a community of interest. However, participation in sport does not universally result in positive outcomes. In some instances, it can be very divisive and a source of bitter rivalry, bigotry, aggression and violence between players, their supporters and families.

Inclusion of SEL programmes in training processes can help to maximise the benefits and mitigate the adverse potential of involvement in sport. Players already have energy, a shared interest, and motivation, factors that support a constructive learning environment. The Sports Conflict Institute (SCI) recognises that conflict is part and parcel of competitive sport, but also that this can often become destructive. Proactive intervention is required to support the development of the cognitive and emotional skills necessary to work constructively with conflict. During the present partners' visit to the Netherlands, Frank Jacobs and Anne Luderus from the Hague University of Applied Sciences (2014) delivered a presentation which highlighted the important role of the coach in the development of positive attitudes and social skills in players, noting that coaches do not always receive the necessary training. Working collaboratively with football coaches, they adapted the Skills for Life programme (Gravesteyn & Diekstra, 2004) to support coaches in their attempts to cope with aggression, conflict and relationship-building amongst players, and also with parents of the players. Initial findings showed a positive impact on the coaches' capabilities in this regard, demonstrating the potential of SEL programmes in sports training and development, and supporting the argument that such programmes need to be well-designed and explicit in their aims.



The potential contribution of the arts to SEL

The arts – defined here as performance and visual art, music, literature and poetry – crosses barriers of language and culture through processes that involve the whole person – physically, emotionally and spiritually. It can support the development of personal capacities, such as self-confidence, leadership, creative problem-solving and non-verbal and verbal communication skills (Shank & Schirch, 2008; Clarke, Morreale, Field, Hussein, & Barry, 2015). The arts can potentially be used in change processes, developing emotional resilience, and in a therapeutic sense, such as when recovering from trauma (Cohen, 2005; Levine, 2009, pp. 25-53). However, as with sport, activities involving art, theatre or music can be used to good or ill effect. Marching bands celebrate past victories and can be flashpoints for civil unrest, while film and visual media can be seized upon to create negative stereotypes and encourage public antagonism towards minority groups such as migrants. Literature, whether factual or fiction, can create narratives which support the status of those in power, particularly if censorship is used to suppress dissent.

A weakness in the argument for greater application of the arts in supporting learning and development is that optimistic viewpoints of what can be achieved tend not to be accompanied by empirical evidence to support such beliefs. However, there is a body of work which is increasingly beginning to address this. For instance, Geese Theatre Company in the UK use theatre and drama-based group work within the criminal justice system to encourage behavioural change and personal development and to reduce crime and reoffending. Their projects are evaluated and they contribute to research in order to evidence the effectiveness of their work. The Reconnect programme, for example, aims to support prisoners in developing social and emotional competences so that they can reintegrate into their communities and have the resilience and capacity to avoid reoffending. This work was the subject of evaluation by Birmingham University (Beech, Harkins, Haskayne, Sweeney, & Watson, 2009) and the report was placed on the Arts Alliance Evidence Library, an online repository of documentary evidence on the impact of arts-based programmes within the UK criminal justice system.

For an arts-based approach to be evidently useful there needs to be a clear sense of why a particular approach is selected (i.e. a theory of change), what it hopes to achieve, and a means of recording, monitoring and evaluating its results. However, in his review of the literature on art-based learning, Rooney (2004) concluded that, though there is a need to evidence the benefits of arts approaches in education, assessing impact through the restrictive lens of academic research may be counterproductive. Studies seeking to assess the impact of arts approaches on improving academic achievement find limited direct correlations. For instance, Creative Youth (the UK participating partner for the SELVET project) mentors and works with young people in developing their potential for a career in the arts. This work has positive outcomes, yet it is unclear the extent to which aspects of the organisation's input is effective and how its practice could be built upon.

The difficulty of assessing the complex and multiple dimensions of arts programmes, that often have very different intended outcomes to academic equivalents, calls for different approaches to evaluation. In their review of out-of-school programmes in the UK, Clarke *et al.* (2015) concluded that there is a need to develop more robust and mixed methods approaches to evaluation, so that an evidence base for the effectiveness of the arts and sports in supporting social and emotional learning can be provided. They also state that attention should be given to aligning school-based and out-of-school SEL programmes.

In conclusion, explicit incorporation of SEL approaches to out-of-school arts and sports activities can enhance such programmes and support their positive impact on participants. SEL has well-established approaches to research and validation, and it may be that such frameworks can inform the evaluation of sports and arts-based approaches. Conversely, consideration should be given to how the arts and sport can inform school-based SEL programmes, and help to evolve more effective and holistic approaches. Linking in-school and out-of-school SEL programmes brings the added potential benefit of involving and engaging families and the wider community.

Further reading:

Arts Alliance Evidence Library: <http://www.artsevidence.org>

Geese Theatre Company: <http://www.geese.co.uk/>

The Sports Conflict Institute (SCI): <http://sportsconflict.org/>

PE and school sport: <http://www.theguardian.com/teacher-network/series/pe-and-school-sport>

National Alliance for Arts, Health and Wellbeing: <http://www.artshealthandwellbeing.org.uk/>

City Arts Nottingham (develops arts opportunities for community development):
<http://www.city-arts.org.uk/publications/>

Chapter 6

COUNTRY REPORTS

In this chapter, examples of good Social and Emotional Learning (SEL) practice in each participating country are presented. Some are implemented in vocational education and training (VET) contexts, and others in primary education, general upper secondary education and from outside the formal education system. The described programme may be one that focuses on a specific issue, such as bullying, or it may be a more complex programme. In order to be selected as an example, we decided that each programme should: (i) be proven to be sustainable over the past 3-5 years; (ii) have relevant information about it available on the internet; and (iii) be transferrable from one institution to another.

In addition to examples of good practice, we provide a short introduction to the educational system and main regulations regarding VET in each country, so that readers are given a broader picture of the environment in which the programmes are set up and operate. The map in Figure 1 shows the location of the five participating countries relative to each other. Table 5 provides a comparison of geographical information, including population, gross domestic product (GDP) and official language in each country, and Table 6 provides a comparison of other social and economic indicators.



Figure 2: Map of Europe showing countries participating in the SELVET project

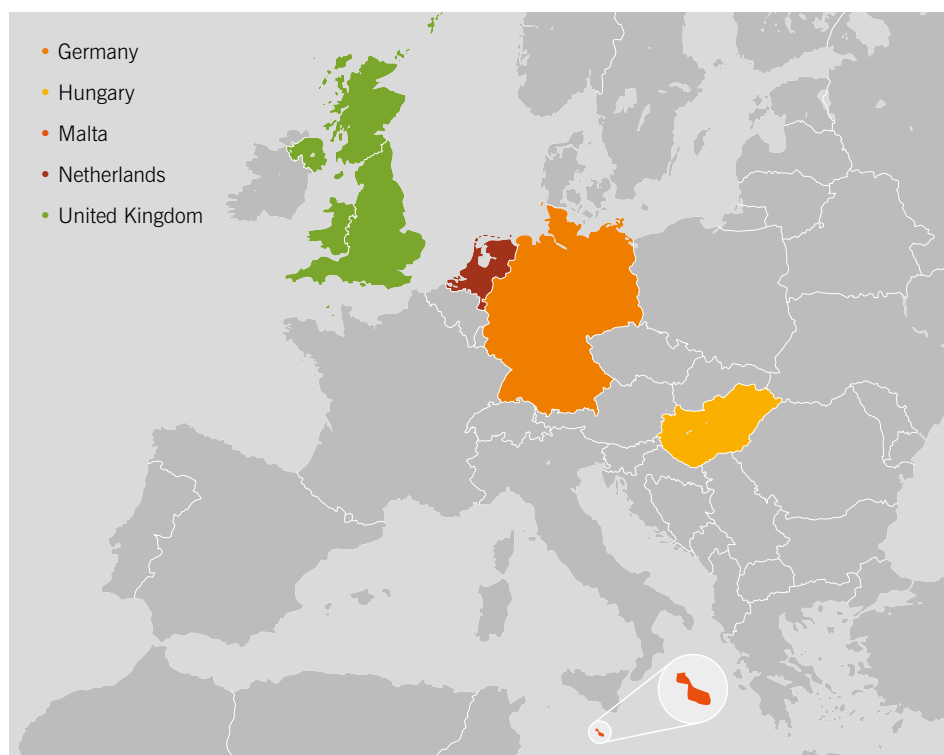


Table 5: Basic information on the 5 participating countries in SELVET

	Hungary	Germany	Netherlands	United Kingdom	Malta
Capital	Budapest	Berlin	Amsterdam	London	Valletta
Geographical size (km ²)	93,023.7	357,137.2	41,540.4	248,527.8	316
Population (2014)	9,879,000	80,780,000	16,829,289	64,308,261	425,384
Population as % of total EU population (2014)	1.9	15.9	3.3	12.7	0.1
GDP (2013) in billion (€)	98	2738	603	1899	7
Official EU language(s)	Hungarian	German	Dutch	English	Maltese, English
EU member country since	1 May 2004	1 January 1958	1 January 1958	1 January 1973	1 May 2004

Data source: http://europa.eu/about-eu/countries/index_en.htm

Table 6: Information on youth deprivation and salaries of full-time qualified public school teachers in participating countries

	Hungary	Germany	Netherlands	United Kingdom	Malta
Severe material deprivation of young people expressed as % of the total population (2013 figures)	31.4	6	3.03	11.3	11.1
Minimum annual basic gross statutory salary for primary school teachers (in EUR)	6,253	42,891	32,225	25,123	18,254
Minimum annual basic gross statutory salary for lower secondary school teachers (in EUR)	6,253	46,697	34,230	25,123	18,254
Minimum annual basic gross statutory salary for upper level secondary school teachers (in EUR)	6,851	50,449	34,230	25,123	18,254

Source for severe material deprivation of youth data: Eurostat website,
<http://ec.europa.eu/eurostat/web/employment-and-social-policy/youth/indicators>

Source for salary data (2013/2014): EACEA,
<http://bookshop.europa.eu/en/teachers-and-school-heads-salaries-and-allowances-in-europe-2013-14-pbECAM15001/>

Further reading:

Overview of the national education systems of EU countries (general and VET education included):

<https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Countries>

Overview of VET systems in EU countries:

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/4135>

<http://www.oecd.org/edu/bycountry/>

<http://skills.oecd.org/developskills/documents/bycountry/#d.en.117500>

6.1. GERMANY

The German educational system

Germany comprises sixteen federal states which are collectively referred to as *Bundesländer*. Full-time education is compulsory between the ages of 6 and 15/16 (varying between states) and part-time education is compulsory until the age of 18 for those who do not attend a full-time school.

For many German children, education starts at Kindergarten, a non-obligatory pre-school establishment for children aged 3-6. Children usually enter the *Grundschule* (elementary/primary school) at age 6. Students of all levels of ability remain together as a group until the fourth grade (sixth grade in two states), which they reach at the age of 10. They learn reading and writing, basic maths, religion, social standards and values, music, arts, and HSU (*Heimat- und Sachunterricht*) which combines biology, history, and geography. Typically they will have one main teacher for the whole four years and two or three other teachers who specialise in specific subjects. Following *Grundschule*, the German school system offers students of differing abilities and interests the option of different school forms, so the choice for different levels of secondary education is made at a relative young age of 10. Table 7 outlines these options.

Table 7: Options for secondary school education in Germany

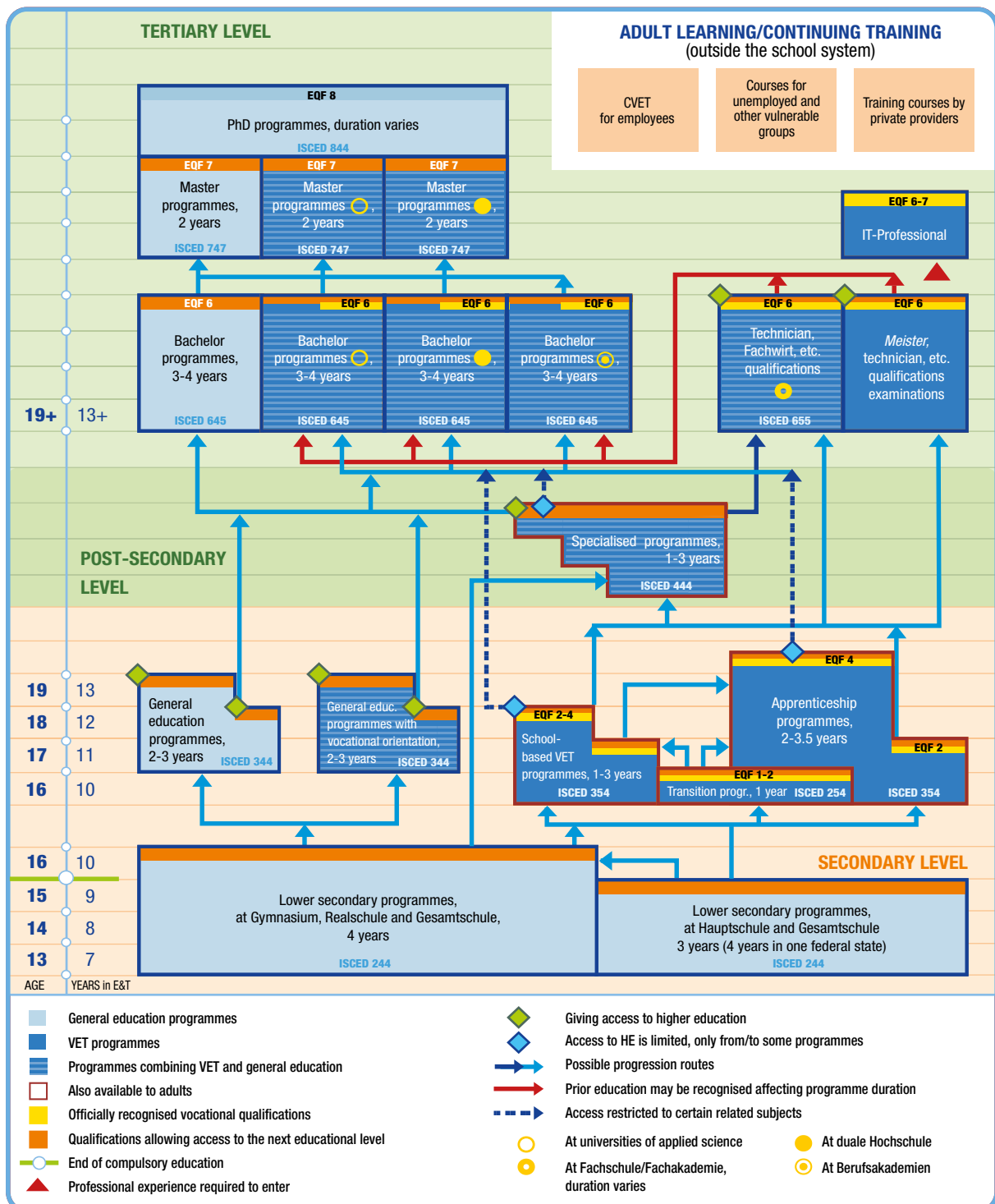
The Hauptschule	The Realschule	The Gymnasium
(grades 5-9 in most states)	(grades 5-10 in most states)	(grades 5-13 in most states)
Leads to receipt of the <i>Hauptschule</i> -certificate and then to part-time enrolment in a vocational school, combined with apprenticeship training, until the age of 18.	Leads to receipt of the <i>Realschule</i> -certificate and then to enrolment in a part-time vocational school, higher vocational school or continuation of study at a Gymnasium.	Leads to the <i>Abitur</i> (the German equivalent of a High School degree) and prepares students for university studies or for a dual academic and vocational credential.

Primary school teachers, together with parents in most states, recommend the paths which students should take, based on criteria such as academic achievement, ability to work, independency, creativity and self-confidence. Although in theory it is possible for students to change path at a later stage of their education, this is an infrequent occurrence.



The chart below gives an overview of the German secondary, post-secondary and tertiary educational system:

Figure 3: The Education and Training System in Germany



NB: This is a simplified chart, based on the unified approach used for the spotlights on VET in all EU-28 countries plus Iceland and Norway.
ISCED-P 2011. EQF levels have not yet been defined for all qualifications.
Source: Cedefop.



The lowest-achieving students attend the *Hauptschule*, where they receive slower-paced and more basic instruction compared to that of the *Realschule* and *Gymnasium*, with subjects having a vocational orientation. The *Realschule* provides students with an education which combines both liberal and practical education, although the emphasis is on the former. There are also schools called *Mittelschule*, or sometimes *Gesamtschule*, which combines the *Hauptschule* and *Realschule*, and mostly exist in the eastern states. Students enrolled in these can get a *Realschule* certificate if they successfully complete the 10th grade, whereas a *Hauptschule* certificate is given to those who complete the 9th grade. The *Gymnasium* provides students with a liberal education and prepares students for university study. Students can enrol at the *Gymnasium* directly after the *Grundschule* (from 5th grade) or after the completion of the *Realschule* (11th grade).

Students participating in vocational upper secondary education can enrol at full time vocational schools or take part in the dual system, where part of their education takes place in the school and the other part in a company. The *Berufliches Gymnasium* is an example of a full time vocational school. In addition to core academic courses, it offers specialised orientations in areas such as technological sciences. Another school type, the *Berufsschule*, is part of the dual system – students here enter at the age of 15 or 16. They have lectures usually twice a week, working on other days at a company as an apprentice, employed on a part time basis with a salary. After completing the *Berufsschule*, students get a certificate and in most vocational jobs, such certification is needed in order to pursue a career in that field. Other forms of vocational upper secondary education include *Berufsfachschulen* (full-time vocational school), *Fachoberschule* (full-time vocational school), *Brufsoberschule* (full-time vocational school) and on the job training (dual system).

Regulation of VET

Each state has its own state constitution and is largely autonomous in regard to its internal organisation. This is particularly true in education, where responsibility for supervision is primarily controlled within individual federal states. While the general education schools are under the direct control of local and regional authorities, the German VET system, a dual system combining education with vocational apprenticeships, is conducted by several different parties. This includes the Conference of Ministers of Education, who are a national co-ordinating and advisory body, the federal government, individual federal states, vocational teachers, and representatives from industry, commerce, and trade unions.

The Chambers of Industry and Commerce is directly involved in the content creation of vocational education and training. Based on consultations with the industry, they define job descriptions as well as curricula for vocational positions.

Social and Emotional Learning in Germany

A fellow of Ashoka Deutschland, Roman Rüdiger, has developed a mass scaling platform for German schools to promote the importance of teaching social and emotional skills. According to his report (<http://germany.ashoka.org/fellow/roman-r%C3%BCdiger>) there are several factors that make SEL programmes essential:

- 29% of SEL students are from disadvantaged backgrounds (those at high risk of poverty, have unemployed parents or have parents with low educational achievement); the figure is almost 50% for children from migrant backgrounds.
- Such children lack knowledge, learning skills and social skills, and a sense of self-efficacy, needs which are not addressed by the standard school curriculum.

- Socio-economic background strongly determines such children's educational success and career perspectives. The problem appears on a macroeconomic level as well, as it leads to a shortage of skilled labour and many unfilled jobs.

Alternative pedagogical approaches that integrate social and emotional skills in curricula do exist, such as in schools with alternative curricular models like Montessori or Waldorf, but they are not widespread. There are about 600 such schools out of the 35,000 (mostly public) schools in Germany. The main obstacles to the greater use of these approaches is the low level of autonomy at the level of schools, e.g. regarding staff selection or development, lack of funding, disillusionment after many unsuccessful innovative programmes, lack of teacher training in the field of SEL, and exhaustion of teachers .

Another essential source material for SEL in Germany was prepared by the Botín Foundation in 2008, to which we referred to in Chapter 3. This report identifies five different themes that are addressed by SEL interventions and gives examples of good practices that target these problems. The five themes are:

- lack of social and economic integration of migrant students
- school violence
- lack of tolerance e.g. regarding different opinions or cultures
- lack of a culture of feelings, emotions and empathy
- lack of healthy activities and/or real life experiences

We will not repeat the examples mentioned in this comprehensive report but will introduce some other relevant initiatives. The programmes described below use different methods to address social and emotional skills development. Usually they do not target all SEL skills identified by CASEL, and assessment and evaluation of these programmes are rare, specifically if it comes to vocational education and training.

Good practice 1: Being Active for Social Learning - State of Baden-Württemberg

The initiative was founded by the state of Baden-Württemberg in response to a brochure on violence prevention in vocational schools issued by the Ministry for Culture, Youth and Sports. In this brochure, vocational school teachers shared their conviction that strong support is needed in order to integrate Social Learning into the curriculum and to proceed systematically against violence.

This literature gave insights into pedagogical methods for addressing violence, as well as means of providing training around the topic of self-efficacy and social learning. The main purpose was to develop within students an attitude of taking responsibility. If the student refuses the offer to participate in such training programmes, then he or she faces some form of disciplinary action or loss of privileges. This is made clear to students at the beginning of the programme. The principle of freedom of choice applies i.e. the student should take part in the educational measure voluntarily or consider the alternatives.

The guidebook was welcomed by teachers around the state. Based on the guiding principles of confrontative pedagogics, it strongly recommended considering the behaviour, attitudes and goals of students on one hand, and the educational mission, the school, class rules and the school social services on the other. Student self-reflection is encouraged by asking them to provide consistent feedback.

In the programme, the students have the option of: participating in the school social work programme; participating in social competencies trainings; participating in class counsel (democratisation); and participating in mediation for conflict resolution. The teachers, meanwhile, may: participate in pedagogical counsel; work in teams with other colleagues; participate in collegial discussion of specific situations in class; participate in de-escalation training.

Some examples of the implementation at vocational schools include:

- The World Health Organization (WHO) violence prevention model implementation at schools (describe, interview, intervene, conclude)
- Self-perception exercises (e.g. questionnaires, personality portfolios, diaries)
- Interaction exercises that develop social skills (e.g. sports activities, role-games, theatre, crafting)
- “Competency days” for improvement of the social atmosphere in the school – three days of intense communication (BBS Rottenburg)
- “School activity day” – ski trip, hiking, and a seminar, covering topics such as violence, addiction, health and psychology (BBS Nürtingen)
- Students sharing the workbench with those with hearing impairments for two weeks in order to develop new ways of teaching personal and social skills (BBS Weblingen, Winnenden)

Good practice 2: “social learning” at the BBS 6 Hannover

At the secondary vocational school BBS 6 Hannover (Lower Saxony), a specific curriculum addresses the issues of social learning for every pupil from the beginning.

Key elements for students are:

- Development of personal and social competences
- Reflecting on their own behaviour and allowing for alternative behaviour patterns
- Learning to accept other people’s opinions
- Finding constructive conflict management strategies
- Developing the necessary prerequisites for peaceful coexistence
- Providing the basis for improvement of their entire school life

During this programme the students learn to take responsibility for themselves and others through mastering self-control, expressing their needs and feelings, developing self-confidence, strengthening their own personality, determining personal strengths and weaknesses, perceiving the feelings and needs of others, respecting their classmates, and challenging prejudices. They learn to experience communication and co-operation as quality and practice them consciously, giving feedback and expressing criticism. They also learn to manage conflicts, respect different values and norms, recognise the importance of accepting rules, and developing a sense of community rather than competition.

The programme consists of several pedagogical measures:

Introduction phase - “Welcome Week” at the beginning of the school year	The introductory period is a maximum of two weeks at the start of the school year. In these two weeks, the students and their classmates, teachers and other school staff get to know each other.
Social training during “social learning” lessons	Social learning is anchored through two hours per week, firmly rooted in all classes of the career school. The inclusion in the timetable allows a full work plan and emphasises the importance of pedagogical action in the college. The students feel the importance of social learning and can adapt to the mandatory implementation of the hours.
Separate room for social training	This space is prepared so that 20 people can sit in a circle of chairs. In addition, all required materials and media are available on site. Furthermore, the space is designed so that it differs from the ambience of a regular classroom.
Team training days	These take place over a whole day, either in training facilities or in outside camps, in order to enhance team spirit within the class. Usually with the help of specifically trained facilitators, the students learn to rely on each other and work in teams to complete tasks.
One-day excursions & several days of project trips for improving social skills	To strengthen the social skills of students, they are taken on day- and multi-day project trips, with activities that include hiking, biking, dragon boat racing, and sailing. Students have the opportunity to gain new experiences, train their cognitive and coordination skills, learn new sports and leisure activities, and avoid unnecessary risks. Project tasks during these trips also allow for cross-curricular learning.
Prevention days - including external partners	Specific training in good health and drug and violence prevention are included in order to deal with issues concerning aggression, addiction and debt counselling

There is no known evaluation of the “social learning” concept at the *BBS 6* school. However the continuation of these measures, the implementation of it into the standard curriculum, and the training of it to their own teaching staff seems to indicate a general acknowledgment of the success of social education in a vocational context.



Good practice 3: SKA Plus - Social Competences in Vocational Education (Arbeit und Leben gGmbH)

The nationally recognised independent educational organisation *Arbeit und Leben* (“Work and Life”) delivers work-related and socio-political developments both in Germany and abroad, and is responsible for several labour market projects throughout the country. In every major German city, there is a subsidiary of *Arbeit und Leben*, usually with local projects that reflect the main strategies and policies of their region.

The *Arbeit und Leben gGmbH* in Rhineland-Palatinate offers specific in-house training for vocational schools within their state for assessing and developing social competences in VET schools. As well as offering train-the-trainer sessions, they also include direct student training in conflict management, communication, team-building, the work-life-balance, prevention of violence and abuse, and, since 2014, individual coaching for pupils with a high risk of dropping out of their VET school. The different modules of the programme are subsidised by the Ministry of Education and participating schools need not pay for the training, which is provided by full-time coaches of *Arbeit und Leben*.

The project itself is called “Social Competences in Vocational Education” (in German it has the abbreviation SKA) and recognises the need for the provision of additional skills in vocational education. For many businesses and vocational schools, evidence of a student’s teamwork, communication skills, conflict management and active self-management abilities is regarded as just as important as technical knowledge when obtaining a professional qualification. Hence several training sessions are offered to VET students and their teachers, and an impressive amount of vocational schools have participated in the project since its inception in 2011.

The modular approach of the SKA system involves the following main topics:

- Working with conflicts
- Communication and team management
- Life and career choices
- What Superman and Barbie tell us (related to themes of role models and discrimination)
- Virtual founding of a company
- “Out of the box” - stereotypes and prejudices

In an ideal application of this approach, a class of students will cover 4-6 modules over two years, with at least six class hours devoted to each module. This would be potentially supplemented with follow-up sessions and extra topics that would be covered during special training days. The techniques described in the documentation vary as there are several possibilities for peer-to-peer learning, as well as direct training sessions.

An example of a direct training activity covering team and communication skills is given here:

Students are blindfolded in a circle and have to pick up a rope, lying in the middle on the ground, and form a perfect square with it. If the rope touches at any point, it can no longer be released. The difficulty of this exercise is that the students need to communicate in order to align their actions according to the task – they must work together to develop and implement a strategy. The exercise can also be filmed and evaluated in the class afterwards, so that experiences and feelings can be analysed and discussed.

One key aspect of the video analysis is to evaluate verbal and non-verbal communication processes within the team. How are decisions made? Who participates actively and who does not? How can the team include those who do not actively participate? How did the team resolve problems they faced? What was elementary for their success or failure?

Based on experiences from this kind of training, an internal evaluation of the first year's results stated that: *"The modular programme has proven to be a very effective and successful tool, helping to expand professional skills in the area of social competences and awareness of the need for the self, as well as to increase the motivation for further training."*

924 of the surveyed participants (around 80%) rated the modules as "very good", 226 participants (19%) as "medium" and 14 participants as "not so good" (1%). 94% of the participants welcomed the modules as a change to everyday teaching experiences. Participants' feedback forms clearly indicated that the vast majority considered the content offered for their own career as very important and the results achieved to be implementable within their everyday training. The didactic and methodological approach was assessed as positive and complementing to the school, and was regarded as highly beneficial for personal development. This suggests that these modules have a high utility value for the students and their career options.

Good practice 4: coaching and classroom management with the "Münden Model"

Student coaching according to the "Münden Model", implemented in and around Göttingen (Lower Saxony), is based on four pillars:

- Personality development
- Relationship building
- Team development
- Living the values

Teachers voluntarily offer coaching sessions to the students. Every five to six weeks, students have an interview with the assigned coach on a voluntary basis, with a maximum of four to five students per teacher. The 30-45 minute conversation, which takes place in a specially allocated meeting room, is goal-oriented and clearly structured. Coaches and teachers seek to constantly improve their consulting skills by taking part in special seminars.

This classroom management includes:

- Development of a common collegial consensus before the start of a school year
- The class planning the new school year in advance
- Resultant agreements announced to all the students and implemented together with the class
- Gradual interventions to react to any changes in class or individual behaviour
- Clear and appreciative support from the coach during the whole school year

In and around Göttingen, the following vocational schools implemented the *Münden Model*: Vocational School Münden, Vocational School Duderstadt, Vocational School BBS 1 Arnoldi-Schule Göttingen, Vocational School Ritterplan BBS 3 Göttingen, and Vocational School BBS 2 Göttingen.

Personal evaluations from participating students include the assertions that the best element of the coaching was:

- *That my coach understands me and my problems. And I can talk openly and honestly with him*
- *That teachers encourage me to keep going and that they do not give up easily*
- *That you can talk to someone if you have a problem. And that the teachers manage to motivate us to stick to our goals*
- *That I am addressed personally*
- *The fact that teachers understand me, are not indifferent to me and my problems. That should be the case more often*
- *I find the individual approach during the coaching good, and it is nice to see my teacher in the role of a listener sometimes*
- *That I am in the centre of the teacher's attention*
- *That I have goals in mind. The fact that my goals are clear. I am very motivated after coaching.*



In conclusion:

As the recent OECD Report on upper-secondary VET in Germany (Hoeckel and Schwartz, 2010) states, there are clear recommendations to make in order to maintain the high employment rate of future vocational education students:

- Given the variability of career guidance across the states, the report suggests a structural reform to fix lead responsibility for career information and guidance in a single governmental agency.
- To reinforce core academic skills, the report recommends an assessment of the literacy and numeracy skills of all new upper-secondary VET students not holding a school leaving certificate from Realschule or Gymnasium and to put more emphasis on general skills education in part-time vocational schools.
- The report welcomes Germany's recent attempts to open new pathways from VET to tertiary education, but notes that they have been little used. To facilitate the transition to university, the report recommends the inclusion of school marks in the final VET certificate and to merge the chamber and the school examination into a single final assessment.
- The report recommends a further widening of access to university by recognising prior learning and experience, providing better guidance and financial support, encouraging more dual and part-time university programmes, and promoting dual universities.

These are key issues regarding the need for structural changes in the whole school system. Without them, it is almost impossible to implement any training or lessons related to Social and Emotional Learning, particularly if such provision is to be introduced on a national, rather than a solely school-based, level.

Further reading:

<http://germany.ashoka.org/fellow/roman-r%C3%BCdiger>

Being Active for Social Learning - State of Baden-Württemberg:

http://www.kontaktbuero-praevention-bw.de/site/pbs-bw-new/get/documents/KULTUS.Dachmandant/KULTUS/zentrale-objekte-multilink/pdf/Aktiv_fr_soziales_Lernen_komplett.pdf

http://www.kontaktbuero-praevention-bw.de/site/pbs-bw-new/get/documents/KULTUS.Dachmandant/KULTUS/Dienststellen/kontaktbuero-praevention-bw/Roter%20Faden/RoterFaden_Online.pdf

“Social Learning” at the BBS 6 Hannover:

http://www.bbs6-hannover.de/bbs6/cms/front_content.php?idcat=237

SKA Plus - Social Competences in Vocational Education (Arbeit und Leben gGmbH):

<http://skaplus.info/category/trainings-module/>

http://www.arbeit-und-leben.de/fileadmin/user_upload/PDF/2012_04_27_SKA_PLUS_Info_Broschuere.pdf

http://www.arbeit-und-leben.de/fileadmin/user_upload/PDF/2012_SKA_PLUS_Konzept.pdf

Coaching and classroom management with the “Münden Model”:

<http://www.schuelercoaching-bbsmuenden.de/>

6.2 HUNGARY

The Hungarian educational system

The mandatory school age in Hungary is from 6 to 16. Kindergarten care and education is provided from 3 until school entry (age 6-7). Primary education covers grades 1-4, while lower secondary education covers grades 5-8. The successful completion of Grade 8 equates to 'primary level educational attainment', typically acquired by the age of 14-15. Students can get this certificate from 8-grade single structure primary schools or from upper-secondary schools, although, as well as covering grades 9-12, there are upper-secondary schools that cover lower secondary education as well, from grades 5 or 7. Primary level educational attainment can also be achieved by finishing the Bridge II Programme, as detailed later.

Vocational education and training

Upon completion of primary educational at the age of 14, students may continue their studies in an upper-secondary school: whether in general secondary schools, vocational secondary schools or vocational schools. General secondary school provides general education typically over four years and its main goal is to prepare students for the continuation of studies in higher education.

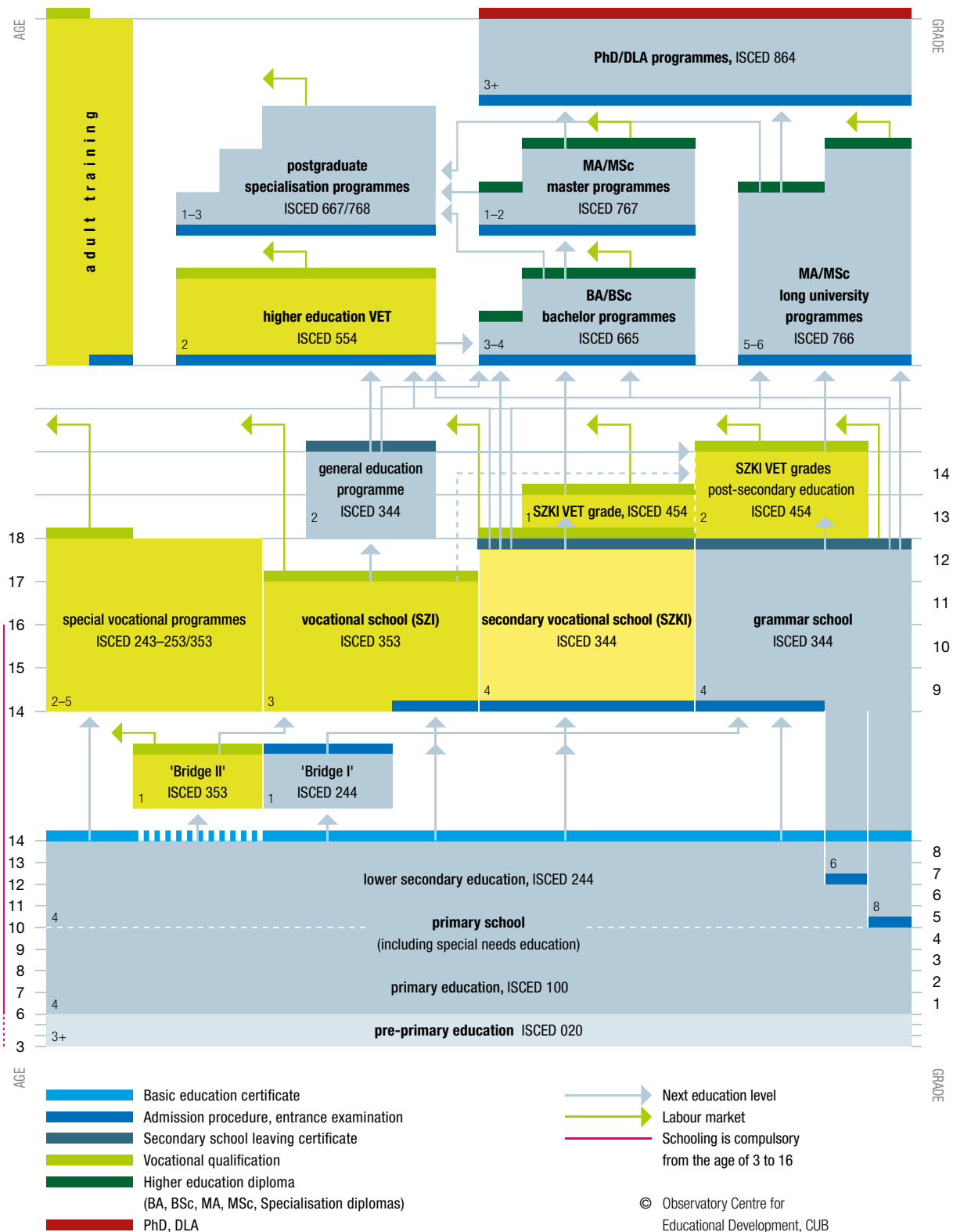
Vocational schools (VET schools) offer three years of mostly practical training, partly taking place in an enterprise, and their programmes lead to ISCED 353 or ISCED 253 level national qualifications from the National Qualification Register (Országos Képzési Jegyzék, OKJ), directly preparing students for manual jobs. These do not allow direct access to higher education.

Vocational secondary schools (VET secondary schools) offer four years of general and VET education and lead to the 'vocational secondary school leaving examination' (ISCED 344), which does not award an OKJ qualification but provides access to at least one occupation, to higher education studies, or to 'VET grades' that award ISCED 454 level OKJ qualifications (Source: Spotlight on VET, 2015).

About two thirds of all students aged 14 go to a VET secondary school or a VET school. Higher VET education is now exclusively provided by higher education institutions and is regulated by the Higher Education Act of 2011.

The chart below gives an overview of the Hungarian secondary, post-secondary and tertiary educational system:

Figure 4: The Education and Training System in Hungary



The VET system described above is a result of some very recent regulatory changes, originating from the VET Act of 2011. Since September 2013 only new types of VET programmes can be launched. The most important changes from the former system are:

- Previously VET schools offered a 4-5 year-long education, with general and pre-vocational education and training provided in the first two years. Since September 2013 they have all offered a 3-year programme. Training time, as a result, has reduced by a third, while the proportion of practical training is now significantly higher. Vocational theoretical education, and particularly general education, is lower than before.
- The curricula of VET secondary schools now contains practical training from the start, resulting in a certificate that entitles school leavers to take up certain jobs. The last modification of the VET Act in May 2015 has almost doubled VET content, practical elements included. After four years of education (grades 9-12) students can enter a one-year programme at post-secondary level. These are also provided by secondary vocational schools and lead to an ISCED 453 level qualification.

For learners who don't obtain a primary school graduation certificate, 'Bridge' programmes are organised in vocational schools. From 2013 they have replaced 'catching-up programmes'. Bridge I is a one-year preparatory and career orientation programme for students under the age of 16 who have completed their elementary studies but have not gained admission to a secondary school. Bridge II is for students who have only completed six or seven of the eight years of primary school by the age of 15 and need further assistance before being ready for admittance to a vocational school. Students receive a certificate of primary level educational attainment on the completion of the Bridge II programme, and might also acquire a partial vocational qualification (ISCED 253) should they pass the corresponding vocational examination. Bridge programmes have been launched in almost a quarter of vocational schools designated by the state.

Most students in Bridge programmes come from a Roma ethnic minority, and in VET schools at least one in four students have a Romani background. Their proportion in secondary VET schools is estimated around 5%, while in grammar school they constitute around 2%.

The role of companies

Since the early 2000s education policy has seen various incentives introduced to increase the willingness of business enterprises to participate in practical training provision. For a long time most vocational school programmes have operated on a dual system, the bigger part of which is formed of practical training that takes place at enterprises. Training contracts are signed between the student and an enterprise, and the organisation provides practical training as well as a regular allowance for the student.

In the new system (since 2013) students can start their apprenticeship training based on a contract signed in their first year in VET school at the age of 14, as opposed to the old system of 16. There is an option in VET secondary schools to take up training contracts, but the dual system at post-secondary level is weak. Modification of the VET Act in May 2015 signifies changes to the VET secondary school curriculum, increasing vocational content and practice, which may lead to a higher proportion of training contracts at this level.

Regulation of VET

The central administration of public education belongs to the Ministry of Human Resources, while VET, adult training, and employment policy, fall under the stewardship of the Ministry for National Economy (Nemzetgazdasági Minisztérium, NGM). The NGM is responsible for regulating provision of VET, but other ministries share responsibility for specific vocational qualifications, while the Ministry for Human Resources helps define learning outcomes and the framework curricula of VET.

Since the 1990s, business and industry have been involved in national advisory bodies and, increasingly, in decision-making on VET-related issues. The Chamber of Commerce and Industry, for example, currently plays a dominant role in shaping VET and adult training.

The OKJ and other aspects that concern all qualifications, such as vocational requirement modules, examination regulations, and funding, are regulated in government decrees. Act CXC of 2011 on National Public Education serves as the principal law of public education in Hungary, covering the most important fields of operation for the public education system. Act CLXXXVII of 2011 on Vocational Education and Training is the basic regulation for VET, and there are separate acts for adult education and training and for higher education.

The content of public education for grades 1-12 is regulated by Government Decree No 110/2012 on the Issuing, Introduction and Implementation of the National Core Curriculum. The Decree on the Framework Curricula (28/2000), the second level of content regulation, is a key instrument for regulating the content of schoolwork, while detailed operations are regulated by Decree No 20/2012. Framework curricula are issued by ministries – in the case of VET qualifications, a framework curriculum is issued by the ministry responsible for the given qualification. The third level of content regulation is a school document, the so called local pedagogical programme. They are based on the framework curricula and approved by the maintainer of the school.

Since January 2013, the Klebelsberg Institution Maintenance Centre (Klebelsberg Intézményfenntartó Központ, KLIK), a central body set up by the state, has been the governing body for primary and secondary schools. This means that the hitherto decentralised system became much more centralised, and this shift reduced school level pedagogical autonomy significantly. KLIK provides education, employed headteachers and paid pedagogical staff's salaries.

Until recently, VET schools have been also been maintained by KLIK. However, as a consequence of the VET Act modification of May 2015, the Ministry of Economy (NGM) took over a majority of VET schools, more than 200 in number. From September 2013 an agency of the Ministry of Agriculture assumed responsibility for the maintenance of all public VET schools in the agriculture sector, creating a network of 59 Agricultural VET schools. Since 1 July 2015, the maintenance of all other public VET schools, approximately 800 in number, has fallen to the Ministry of National Economy.

Social and Emotional Learning in Hungary

Studies concerned with the issue of social and emotional development first appeared in Hungary almost twenty years ago. Initially research programmes focused on the development of the components of social and emotional competence as the competence responsible for social behaviour. Empirical studies and practical application of ways to assist development in environments inside and outside of school emerged much later. Hungarian training programmes tend to focus on fostering various social skills and abilities, reflected in their title “social skills development programmes”. The term “social and emotional learning” is not used in connection with these programmes, but this is mostly semantic as they share much of the same content.

Hungary’s programmes are not as complex as SEL, but there are social skills development programmes available to teachers (Tóth & Kasik, 2010; Zolnai, 2012). One of the main reasons behind this is that Hungarian public education mainly concentrates on cognitive skills and abilities, at the expense of the development of social and emotional skills and abilities (Zsolnai, 2013). In spite of this, a few Hungarian projects have demonstrated the success of intentional and planned development programmes (Gádor, 2008; Konta & Zsolnai, 2002; Sütőné, 2005; Tápai, 2014). Konta and Zsolnai (2002) designed a prevention-oriented, two-year school-based programme for children in second and third grades. Led by a trained psychologist, the programme focused on three groups of social skills and behaviours: interpersonal, self-related and task-related. A social skills development training programme developed by Sütőné (2005) contains 25 modules. The targeted skills are self-awareness, responsibility and future-oriented image. These programmes target two age groups: children in Grade 4 and in Grade 8. A programme led by school psychologists for adolescents in grades 9-11, entitled ‘The development of social skills within a school environment – Assessment of social skills training programme for adolescents’, was a ten-week training programme. It focused on three elements: the development of students’ self-awareness and self-confidence; the improvement of their communication skills; and the development of conflict resolution and social problem-solving (Tápai, 2014).

The examples provided in the preceding section are of programmes in which the main goal has been to teach social and emotional skills to students. They are often experimental programmes that have not been sustained. For good practice examples, we look at programmes that, although it is not their primary goal, do teach SEL as part of the process. They are ongoing programmes that can be transferred to other countries and have documentation available on the internet.



Good practice 1: Arany János Dormitory and Vocational Programme for Multiple Disadvantaged Pupils (in Hungarian AJKSZP)

The name of the programme has been translated to English in several ways. Another version is: Arany János Boarding School and Vocational School Programme.

Overview

Vocational schools and dormitories take part in the programme, with one school and one dormitory forming a consortium. Within AJKSZP, seven school-dormitory consortiums received funding. For now, there is no budget for financing new ones.

A government initiated programme founded in 2007 offers an inclusive learning environment in dormitories of vocational schools for disadvantaged children. Multiple disadvantaged students need an inclusive environment and need to be aided on several levels, such as financial, social, cultural, and educational, in order to realise their potential. Seven such co-operations exist in Hungary, none of which are in Budapest.

Target group: multiple disadvantaged students aged 14-18 who would like to acquire a vocational qualification.

Focus and main goal: enable students to get a vocational qualification while developing their basic skills and social competences, and to reduce drop-outs.

Applied methods: Individual consultation and group work; co-operative learning; project method; artistic projects; drama pedagogy; participation in cultural and leisure activities and in community building programmes, such as voluntary work in the villages of students, to support the development of social competences.

Who is involved: Students - 26 students per school, for whom participation is free and voluntary. They are informed about the programme through PR activities of schools, such as open days, through the social services and through civil sphere representatives.

Teachers, development teachers, and psychologists.

Mentors, who teachers can consult with regularly for support in carrying out the programme and solving difficulties.

Families of the students, with whom there is continuous co-operation.

Preparation and implementation: The conditions of participation concerning both the institutions and students are regulated by 20/2012 (VIII. 31.) Ministerial Decree of the Ministry of Human Resources. The participating institutions were selected through open calls in 2007 and 2008. Since 2008 no more calls for proposal were published. Teachers participate in teacher training, they are given teaching resources and they also get regular support from mentors. The structure of the pedagogical programme is defined by the state in a Ministerial Decree.

Duration of the programme and frequency of training: Students enter the programme at age 14-15 and stay there until obtaining their qualification. The programme is three years long.

There are 15 hours per week pedagogical activities in the dormitory during the afternoons for participating students. Of this, six hours are dedicated to developing social competences during the first preparatory year. This is evenly broken down into self-awareness and social awareness, development of social competences, and thematic group work, e.g. conflict resolution. From the second year, only thematic group activities are organised for two hours per week.

Who carries out the training: Teachers of the dormitory are responsible for training, with the involvement of development teachers and psychologists.

Its impact: The vocational schools and dormitories have to assume responsibility for ensuring that at least 85% of participating students acquire a vocational qualification that is recognised by the state.

Financing: The participant institutions get double the normative fund from the state: schools get 300,000 HUF and the dormitories get 700,000 HUF per year for every student for their services. In some cases schools and dormitories get further support from municipalities, such as in the form of bursaries or social aid for students.

In recent years, vocational schools and dormitories have had to regularly pre-finance the programme as state support has arrived months later than due.

Development and history of the programme: The Arany János Support Programmes was initiated by the Ministry of Education and its aim is to support disadvantaged and multiple disadvantaged students in secondary schools and in vocational schools.

There are 3 sub-programmes:

- the 'Arany János Talent Fostering Programme' (AJTP), which started in 2000, supports talented but disadvantaged children of poor parents in graduating at secondary school and getting into higher education.
- the "Dormitory subprogram of the Arany János Programme" (AJKP), started in 2004, supports multiple disadvantaged children in graduating at secondary school, while also giving them a free dormitory placement as well.
- the Dormitory Vocational School sub-programme of Arany János Programme (AJKSZP), started in 2007, supports multiple disadvantaged pupils to acquire marketable vocational qualification. It also provides an inclusive pedagogical environment in dormitories for the target group, decreasing early drop-out.

Critical factors that are important for the success of the programme:

- experience of the teachers
- support for students on several levels (financial, social, cultural, educational)
- continuous financing, although in the past years more and more pre financing has been needed.

Good practice 2: Complex Instruction Program (in Hungarian: KIP)

Overview

KIP is a whole-school programme based on special co-operative group work and differentiated instruction, helping teachers who work with heterogeneous classes of children with different cultural backgrounds and approaches to socialising. Frontal teaching uses a narrow range of students' intellectual and social abilities. In contrast, when students have to collaborate with each other and solve problems themselves within small groups, their motivation to learn increases, along with their basic competences being developed more intensely.

The 'base school' that first introduced this programme in Hungary is a state owned primary school in the countryside, IV. Béla District Primary School and Day-care Kindergarten, which is situated in Hejőkeresztúr, a small village in a depressed region heavily populated by Romani.

About a dozen schools adapted or are in the process of adapting this method, mostly primary, but also two VET schools. Most of the schools are found in the countryside, in villages and small towns, with only two of them located in the capital city.

Target group: primary schools with a high proportion of disadvantaged students. However the programme is suitable for students of secondary schools as well.

Main focus and goal: to develop several skills and competences, including learning to learn, communication, problem-solving, co-operation, conflict resolution, the ability to work autonomously, understanding and reading, and enhancing students' self-esteem.

Applied methods: The activities are organised around three programmes that complement one another:

1) Complex Instruction Program (CIP)

CIP is based on group work and promotes equal opportunities for everyone in heterogeneous classrooms, the most important element of the process. Each teacher uses CIP in 15-20% of their 45 minute classes. They create small groups of 6-8 students who have to work independently on an open-ended task – such as creating a poster on a subject. Each member is assigned a role, e.g. facilitator, reporter, timer, materials manager, and they rotate roles among each other from class to class. Teachers make sure that less skilled and lower status children contribute as well.

2) Logic Table-game Program

Logic Table-games (e.g. chess, draughts) develops strategic thinking and are used in 45 minutes maths lessons and in after-school programmes.

3) Dialogue Between Generations Program

This is based on the co-operation of pupils, parents, and grandparents. It enables students and their parents to learn from each other. For example, students invite parents into the class to tell them about their professions, and teach them how to use the internet in the parents' fields.



Who is involved: Students, teachers and parents. The programme involves all teachers of the schools, as well as parents if possible. It is the school teachers who use the above mentioned teaching techniques to develop their students' competencies.

Preparation and implementation: Every teacher of the school has to participate in a teacher training programme, consisting of one 60 hour session or two separate 30+15 hour sessions, ran by the staff of the base school (IV. Béla Primary School). They also have to visit the base school and observe classes there. Before they can teach in their own school, they have to prepare lecture notes and send them to the base school. Only after the notes are approved can they start to use CIP. During the first year, all their lecture notes are checked in advance and there is continuous supervision for another four years.

Its impact: Efficacy is measured by keeping track of the number of missed classes, the scores of nationwide competence tests, the proportion of students going to general secondary and VET schools, and participation in local, regional, and nationwide competitions.

The mathematical and reading competences of students attending schools that use this method have been shown to be better than the national average. The efficacy of the programme is largely due to the success of its implementation, with teachers and pupils believing in the method and being dedicated to using it. It is apparent that schools in big cities such as Budapest have a harder time in achieving a big impact as students face more challenges and negative influences from their peers and the out-of-school environment.

Development and history: CIP was developed by Elizabeth Cohen and Rachel Lotan at Stanford University. Teachers are using this approach in many other European countries, such as Sweden, the Netherlands, Switzerland, Ireland, and Italy. The Logic Table-game (MindLab) was developed at Yale University to promote strategic thinking.

The programme is disseminated by the Hejőkeresztúr base school. They recently experimented with whether the method could be taught online, but it seems personal training is important. There is no intention to make the programme a nationwide one, as this method works best in schools that have special characteristics, such as heterogenous groups and disadvantaged students, and quality control would become difficult in the event of wide-scale introduction.

Financing: Schools must find a grant or sponsor to help them adapt the programme. The cost of implementation, covering training and supervision costs and the acquisition of table games, is around 4-5 million HUF (EUR 13-14,000). In the long term, budget is also needed for materials (scissors, papers, glue, etc) used in group work.

Critical factors that are important for the success of the programme:

- dedication of the staff
- whether or not the students can be brought on board
- support of parents
- the location of the school, with those in big cities facing more challenges

Good practice 3: Study hall

‘Study halls’, or ‘afternoon schools’, or ‘after-school programmes’ (Tanoda in Hungarian) are community-based extracurricular programmes that develop basic competences (reading, numeric skills, learning practices and social competences) of socially marginalised children, including those of the Roma minority.

Overview

Study halls are usually organised by NGOs and churches, and in some cases by Roma minority municipalities. In 2014 there were more than 170 study halls for around 5,000 children in Hungary. They were set up mostly in smaller cities and villages, with only a few in Budapest.

Target group: Disadvantaged and multiple disadvantaged pupils in the upper grades of primary school, although many regularly return even as secondary school students. Study halls are financed by government grants (see Financing), a condition of which being that the proportion of disadvantaged pupils should be at least 70% of the participating children, out of which 70% must be multiple disadvantaged children.

Main focus and goals: The main issue that prompted study halls was targeted groups needing further help and assistance in order to be able to stay in public schools, as their basic skills were underdeveloped compared to their peers, due to poor socialisation. They need to be provided with a stimulating learning environment which they often do not have at home.

The activities of study halls are divergent as they try to conform to the local needs of their villages and cities. Some of them focus on providing catch-up activities to prevent early school leaving, others on promoting talents of disadvantaged students, and some (e.g. Tiszadob, Szolnok, Szeged) on developing basic skills and social competences of their students.

Applied methods:

- Catch-up activities are carried out through group work and via individual developing programmes, designed by a development teacher.
- Relevant real life topics, such as addiction, can be carried out through the framework of group discussions, usually led by a mental health expert.

- Sometimes students are put in circles to tell each other how they feel. e.g. at the beginning of the week.
- Self-awareness training is sometimes arranged.
- Social competences are developed indirectly, through community building events – such as sports events, excursions, cooking and cleaning up together, watching films and cultural events – and by making students accept community rules, such as participating in learning as well as fun activities, and respecting each other and the teachers.
- In some study halls, such as Szeged and Tiszasziget, students form small groups of 5-8, led by a teacher, and create their own rules.
- Social integration of students is supported by some programmes involving all types of participants – disadvantaged and not disadvantaged, multiple disadvantaged, ethnic minorities, participants from the social majority, and/or volunteers from universities.

Who is involved: 20-60 students per study hall. Participation of students is free and voluntary. Organisers actively seek students who could benefit from the programme.

Usually one or two full-time teachers as leader(s) of the study hall. They are joined by part-time trainers and teachers, and volunteers. Teachers of study halls are usually not teachers in the primary schools of the students – instead they are invited or recruited from elsewhere. Since 2012, study halls have had to involve at least one teacher specialised in maths or science, humanities and language.

Preparation and implementation: Most study halls are financed by temporary state grants (tenders) and have to comply with a lot of regulations and administrative obligations stated in the corresponding calls for proposal. These cover the need to adjust their programme to the needs of their environment, the need to develop their educational programme in advance, and the need to meet specific infrastructural, material and personal conditions. Only the leader of the study hall has to attend teacher training.

Frequency and duration of the training: Study halls are separated from the public school system physically and ideologically, though they co-operate with public schools and other partners e.g. municipalities, NGOs. They mostly offer their services during the school year, in the framework of after-school classes and weekend activities. Students usually spend 2-3 hours at one time in the Study Hall, at least once or twice a week, although Study Halls vary in this regard, with some open to students more frequently.

Who carries out the training? Teachers, trainers and volunteers. In a lot of cases university students help the study halls as volunteers. Due to financial constraints, study halls cannot involve sufficient professional teachers – certain subjects are taught by non-specialist teachers, and sometimes teachers do not even have a formal professional background.

Its impact: Study halls are considered to be effective if the drop-out rate does not exceed 10% and if the number of students who have to repeat their grade does not exceed 10%.

Most study halls are forced to focus on providing catch-up activities and tutoring to help achieve these goals, though development of basic competences would be even more important and would provide long-lasting results.

19 selected state supported study halls were evaluated during the 2012/2013 academic year by T-Tudok Inc. The study showed that the tanoda atmosphere enhanced students' motivation to learn and contributed to their ability to become self-regulated learners. According to parents, self-esteem and self-confidence of their children significantly rose after joining the study hall.

In underprivileged small regions and settlements, study halls are often the only access point for cultural events, thus playing a social and cultural role as well. They serve as special community-service centres, help their pupils and their parents widen their social ties, and strengthen their social capital.

Development and history: The first study hall was set up in Budapest in the 1990s upon the initiation of NGOs, and was funded by the Dutch Foundations and the Open Society Foundations. State grants, within the framework of the Social Renewal Operational Programme, have been offered since 2004 (in four waves: 2004, 2005, 2008 and 2012). This helped disseminate good practice and support the study hall's operation. During this period the target group was changed: now study halls target primary school students in Grades 5-8, whereas before they could involve older students as well. Quality assurance tools and standardised regulations ('Tanoda standard') have also been developed.

The institutionalisation and expansion of study halls required the establishment of an umbrella organisation, named the Tanodaplatform, to promote networking opportunities, establish a common platform of experience exchange and professional work, and act as an advocacy organisation for the programme. Tanodaplatform is also the informal network of study halls, currently consisting of 74 participants. The platform is funded by the Open Society Foundations.

Financing: Most Study halls are financed by temporary state grants. These funds are for up to 28 months and cover the renting fee, the salary of 1-2 full time teachers and 4-5 external trainers. In 2012, study halls could apply for 10-30 million HUF in 2012 (33,000-100,000 EUR). The next call for proposal is expected to come out in September 2015. Participation is free for the students.

Critical factors important to the success of the programme:

- Dedicated teachers
- Students accepting the rules of the study hall
- Co-operative parents
- Organisers/teachers having vast experience in the field
- Continuous funding offered (one of the main goals of Tanodaplatform is to lobby for this). Due to a lack of continuous funding, with calls for proposals only appearing sporadically, in extreme cases study halls have had to close down in the interim of tenders.



Further reading:

Arany János Dormitory and Vocational Programme for Multiple Disadvantaged Pupils (in Hungarian AJKSZP)

In English:

http://www.jgypk.hu/dft/wp-content/uploads/2014/10/tankonyv_toth_equality_and.pdf

http://www.romadecade.org/cms/upload/file/9300_file6_hungary_decade-progress-report-f.pdf

In Hungarian: <http://www.ajkszp.hu/>

Complex Instruction Programme:

In English:

<http://h2oktatas.hu/en/who-we-are>

http://komplexinstrukcio.hu/index.php?option=com_content&view=article&id=152&Itemid=202

OECD report: IV. Béla Körzeti Általános Iskola és Napközi Otthonos Óvoda (IV. Béla District Primary School and Day-care Kindergarten):

<http://www.oecd.org/edu/ceri/49756250.pdf>

Study Halls:

In English:

http://www.romasource.eu/userfiles/attachments/pages/161/hungary-education-guide_tanoda-updated-en.pdf

http://www.romaeducationfund.hu/sites/default/files/publications/executive_summary_2014.pdf

In Hungarian:

Tanodakönyv:

http://old.wekerle.gov.hu/download.php?doc_id=2107

Tanoda sztenderd:

http://palyazat.gov.hu/download/40591/Tanoda_program_sztenderd.doc

<http://tanodaplatform.hu/>

<http://tanoda.lap.hu/>

6.3 MALTA

The Maltese educational system

Compulsory education in Malta is from the age of 5 to 16, starting with primary education. There is provision for schooling children from the age of three, with more than 85% attending pre-school. Education at compulsory level in Malta is provided by the state (60%), the church (30%), or private entities (10%).

Primary education is six years long and consists of two cycles. The first cycle is called the early years, and the final three years are called junior years. Education in the early years is based on play, while in the junior years it is more formal. At the end of primary education, children have a normal end of year examination and all children proceed to secondary school.

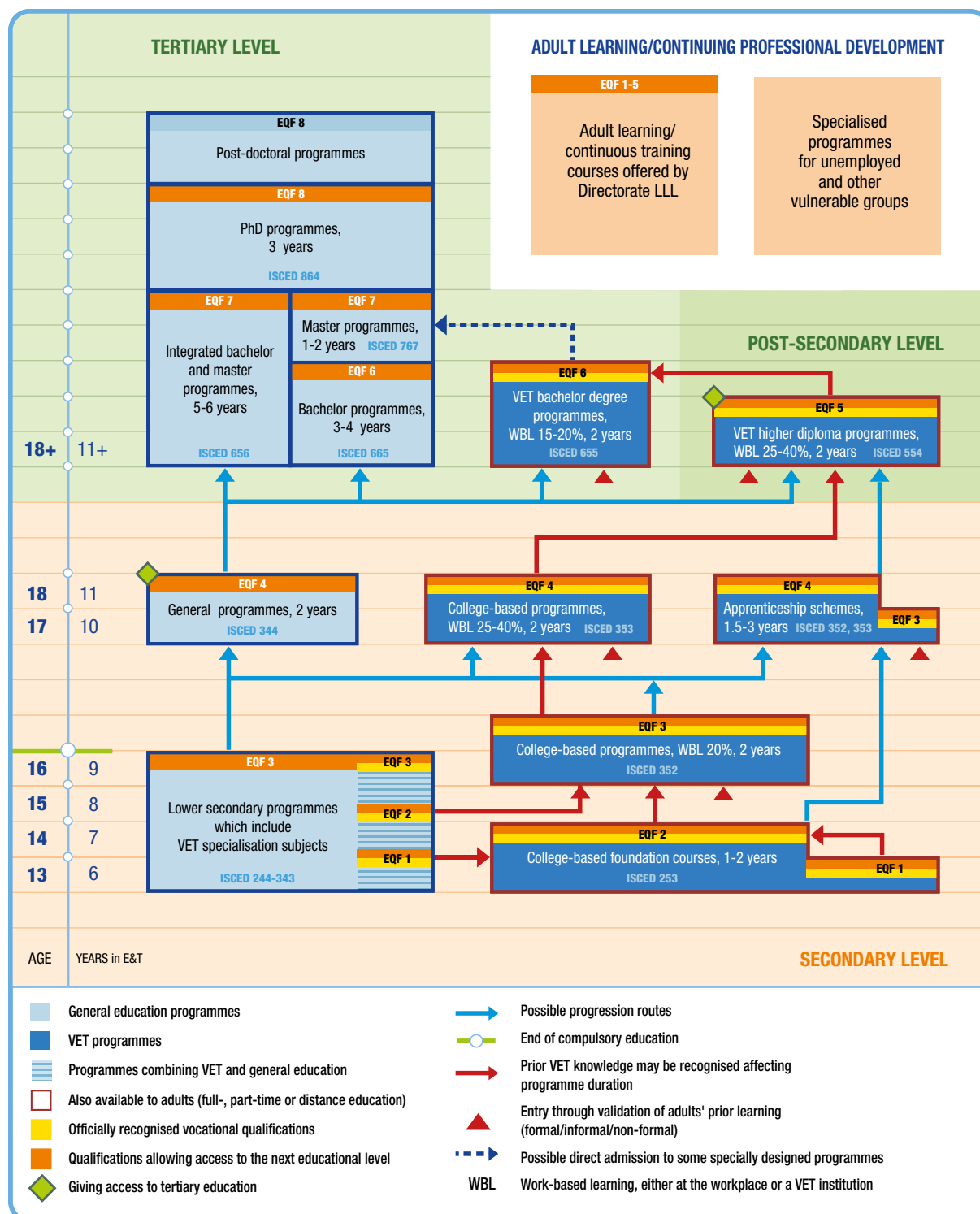
Secondary education is five years long. Currently there are schools that offer vocational subjects to students during secondary education. The last few decades have seen great investment in vocational education and training in Malta. State VET providers are primarily the Malta College for Arts, Science and Technology (MCAST) and the Institute of Tourism Studies (ITS), both providing vocational education at upper secondary level.

MCAST is an umbrella institution which houses ten different institutes that provide vocational education and training in the following sectors: Agribusiness, Applied Science, Art & Design, Building & Construction Engineering, Business & Commerce, Community Services, Electrical & Electronics Engineering, Information & Communication Technology, Maritime, and Mechanical Engineering. ITS has a cohort of 700 students and its main focus is the hospitality sector.



The chart below gives an overview of the Maltese secondary, post-secondary and tertiary educational system:

Figure 5: The Education and Training System in Malta



NB: ISCED-P 2011.
Source: Cedefop and ReferNet Malta.



At ITS, courses on offer are for Levels 2, 3, 4 and 5. From the 2016–2017 academic year, MCAST vocational qualifications will range from Levels 1-7.

Students finishing compulsory education have a number of different options. Those who choose to continue with their studies can decide to either go into general education that leads to a tertiary qualification at the University of Malta, or else choose a vocational path and attend one of the courses offered by Institutes within MCAST or the ITS.

Regulation of VET

The principles, aims, objectives and regulation of education in Malta, including VET, are laid down in the Constitution of Malta and the Education Act. The National Commission for Further and Higher Education (NCFHE) regulates the licensing, accreditation and quality assurance of the majority of providers and programmes in Malta.

It is the duty of the state to establish a National Minimum Curriculum (NMC) of studies for all schools. The 1999 NMC contains several objectives which are directly or indirectly linked to SEL.

Social and Emotional Learning in Malta

The importance of SEL is acknowledged in the Maltese education system, which is reflected by the many objectives that can be directly or indirectly linked to SEL in the NMC, namely:

- Self-awareness and the development of a system of ethical and moral values
- The development of citizens and a democratic environment
- Developing a sense of identity through creative expression
- Education for leisure
- Competence in communication
- Preparation for change

SEL is delivered throughout compulsory education, starting from primary up to the age of 16. A pilot project was carried out to introduce VET in secondary schools, and following this, VET is being officially offered in the majority of secondary schools along with all other subjects, including SEL. Furthermore, SEL is also offered in an informal setting such as youth centres, youth hubs, NGOs and other voluntary organisations.

SEL objectives in the NMC include strengthening of education for personal, social and emotional development at primary and secondary education levels.

SEL in the Maltese education system is named PSCD (Personal, Social & Career Development), although at MCAST it is known as PD (Personal Development). Other names that have been used in the past are 'Life-skills', PSE (Personal and Social Education), and PSD (Personal and Social Development). In some private independent schools the term PSHE (Personal, Social and Health Education) is still in use.

SEL aspects within education have been taken seriously in Malta and emphasised through the introduction of teacher training. The University of Malta has a specialisation in PSD, alongside training in SEL throughout all teacher training programmes. Those following the primary sector route cover six ECTSs (European Credit Transfer and Accumulation System credits) on SEL during their first year of training. The secondary sector contains four SEL ECTSs in the first year and another three in the second year. SEL is additionally taught throughout the programme through the psychological and emotional literacy component.



History

In the early 1970s, Rev. Dr. Alfred Darmanin introduced a programme for the public, covering the development of leadership training, group work, and interpersonal and intrapersonal skills. This led to an increased awareness of a missing aspect of education, leading to a person-centred holistic feature introduced to the curriculum in the 1980s. The first two church secondary schools that introduced 'Life-skills' were a girls' school, St. Joseph Convent, and a boys' school, Stella Maris College.

By the late 1980s, the Department of Education contracted Professor Ronald G. Sultana from the Faculty of Education, University of Malta as a consultant, to provide a curriculum for PSE in state schools and to coordinate in-service training for future PSE teachers. It was then that PSE became compulsory in the first two years of secondary school, and later it became compulsory throughout secondary schooling for forms I to V. In vocational education, MCAST introduced Personal Development into the curriculum for students at Level 1 and Level 2 in the year 2008, and then eventually at Level 3.

Good practice: Personal Development classes in MCAST

MCAST is the main vocational training provider on the island, with its own established SEL programme referred to as Personal Development (PD). The programme was developed by MCAST's teachers with the involvement of students.

Since this programme is an integral part of the college curriculum and has been running for over six years from 2008, it has proven to be sustainable. The Personal Development syllabus with its variety of topics is frequently reviewed. Furthermore, these topics are tailor-made according to the needs of the students and different sectors. The programme provides an opportunity to focus on specific areas according to the needs of the groups, and moreover, it is continuously discussed so as to complement vocational subjects.

The quest for personal and professional growth in knowledge, skills and attitudes is the base platform for the Personal Development unit. It grasps a whole field of practical and transferable skills, which are delivered and practiced in class under the supervision of specialised professionals. The skills in discussion are applied within higher vocational education, in preparation for the workplace.

Personal Development explores a range of skills which are regarded as crucial to assisting students in distinct scenarios that they might encounter in day-to-day life. Standard theoretical and academic oriented units do not necessarily highlight the delivery of such skills in discussion. Through the emphasis on self-reflection, Personal Development ensures that students are given the opportunity to improve their communication skills in preparation for any opportunity to work with other individuals. This affirms that students should be properly able to deal with any potential conflicts, problem-solving and decision-making situations. Naturally, tapping social and civic competences, topics are intertwined, ensuring a proper holistic educational approach. Students are also assisted in improving their own learning through the realisation of their own learning processes and/or needs.

The rationale behind Personal Development is to give the opportunity to students to manage their soft skills, as these are crucial during their higher vocational education experience and also the future workplace. It also attempts to aggregate a range of common and fundamental skills, and deliver this information in a dynamic learning environment.

General approach

The main approach used by teachers and lecturers is mainly experiential, where processing, as opposed to content, is kept as the main focus. The processing technique was borrowed from the counselling field and adapted to group growth, whereas the experiential component follows 'the experiential learning cycle' model as outlined by Kolb, which constitutes four different stages (Pont, 1996).

The first stage is the concrete experience, the here and now. An example is the initial activity of planning a holiday, which will have participants taking decisions without being aware of the decision-making process they are applying to their lives. The second phase, observations and reflections, is achieved mainly through processing. This addresses not only the content level, but also the socio-affective level. For example, in this phase participants are made aware of the way they had made their personal decisions in this particular case. The third phase is the formulation of abstract concepts and generalisations, meaning that the participant has had the opportunity of forming a model at a conscious level and internalising what has been learnt from experience. In the final stage, testing implications of concepts in new situations, behaviour skills learnt are practised and fluency is developed.

Participants in a training group have the opportunity of doing this in a controlled environment, and this pattern repeats itself. Various techniques are used such as role plays, the use of case studies, video clips, situation cards, discussions, group work/pairs/triads, reflective questions, reflective journals, power-points, research, hand-outs and notes. The setting is a circular one, with generally a small amount of students, 16 maximum, so that the process of the session can be given its due importance.

The programme is related to the following learning outcomes of the curriculum, connected to the Malta Qualification Framework (MQF):

- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

Target groups / grade range covered

The programme currently covers Level 1 to Level 3, but there are plans to extend to higher levels. The programme is spread over MCAST's ten institutions, where there are 48 students following the Pathway course, 86 and 779 students following Level 1 and Level 2 respectively, and 1,313 students following Level 3.

MCAST's students represent the wide spectrum of Maltese society. These vary from those who are following a literacy and numeracy programme within a vocational context to those that are pursuing a degree.

Type of approach to teaching SEL

PD sessions at MCAST are delivered through lessons and seminars. The approach used is mainly experiential. Furthermore the embedding methodology was introduced, and thus PD components are being tackled even during vocational and other key skills lessons.

Average number of sessions per year and covered topics

Personal Development is compulsory and timetabled to one hour per week.

PD is divided into five units: Communication; Working with Others; Problem Solving; Self-Management Skills; and Civic Skills. These are further divided into different topics, specifically divided according to levels. The programme is spread over an average of 28 sessions in an academic year for each group.

Assessment and evaluation

Assessment and evaluation are general and vary according to level.

Level 1: A ten hour voluntary experience at the student's choice of organisation, and a presentation about this experience.

Level 2: A 15-hour voluntary experience at their choice of organisation and a presentation about this experience.

The presentation for both Levels 1 and 2 are assessed on three main criteria: knowledge of the organisation's purposes and objectives; description of the students' own personal experience during the voluntary work; and presentation skills.

Level 3: A reflective journal compiled throughout the academic year, including reflection, notes and other worksheets.

Besides the students, the teachers are provided with feedback as well. At MCAST, lecturers are usually evaluated by the Quality Assurance (QA). This is generally done through the revision of the lecturers' personal resource file. Teaching methods are also reviewed through a brief interview and a class visit. Moreover, meetings for all SEL lecturers are held regularly. Suggestions and proposals to further improve the delivery of SEL are usually put forward for consideration and any related issues are discussed.

Implementation:

The P.D. programme is spread over one academic year for each level. The sessions are carried out by college lecturers and occasional external trainers who are specialised on a particular topic. Teachers and lecturers are prepared during their teacher training programme at the University of Malta, prior to recruitment at MCAST. The requested qualification is for a psychology graduate and teacher training specialising in Personal and Social Development, or a B.Ed qualified teacher training with a specialisation in PD.

There are regular PD meetings where different issues are discussed with the director and co-coordinator of the programme. The support services director responsible for the PD delivery is regularly present and involved in the council of institutes meetings, where other directors would be present to discuss various issues such as the curriculum adopted.

Financing:

The programme is supported by the Government of Malta through the recommendation and approval of the Minister of Education. Since the programme is an integral part of the college curriculum, the costs are not calculated per subject. The running costs are related to session resources which are minimal. Continuous professional training is offered in house and/or by using EU funds.

Contact details

The Maltese Personal and Social Development Association has an official website (<http://mpsda.org.mt/>), where various trained professionals share their teaching resources, including, activities, videos, and related literature.

Further reading:

The unofficial online platform for PD course materials, <http://cpd.yolasite.com/>

Malta PSD Association, <http://mpsda.org.mt/>



6.4 THE NETHERLANDS

The Dutch educational system

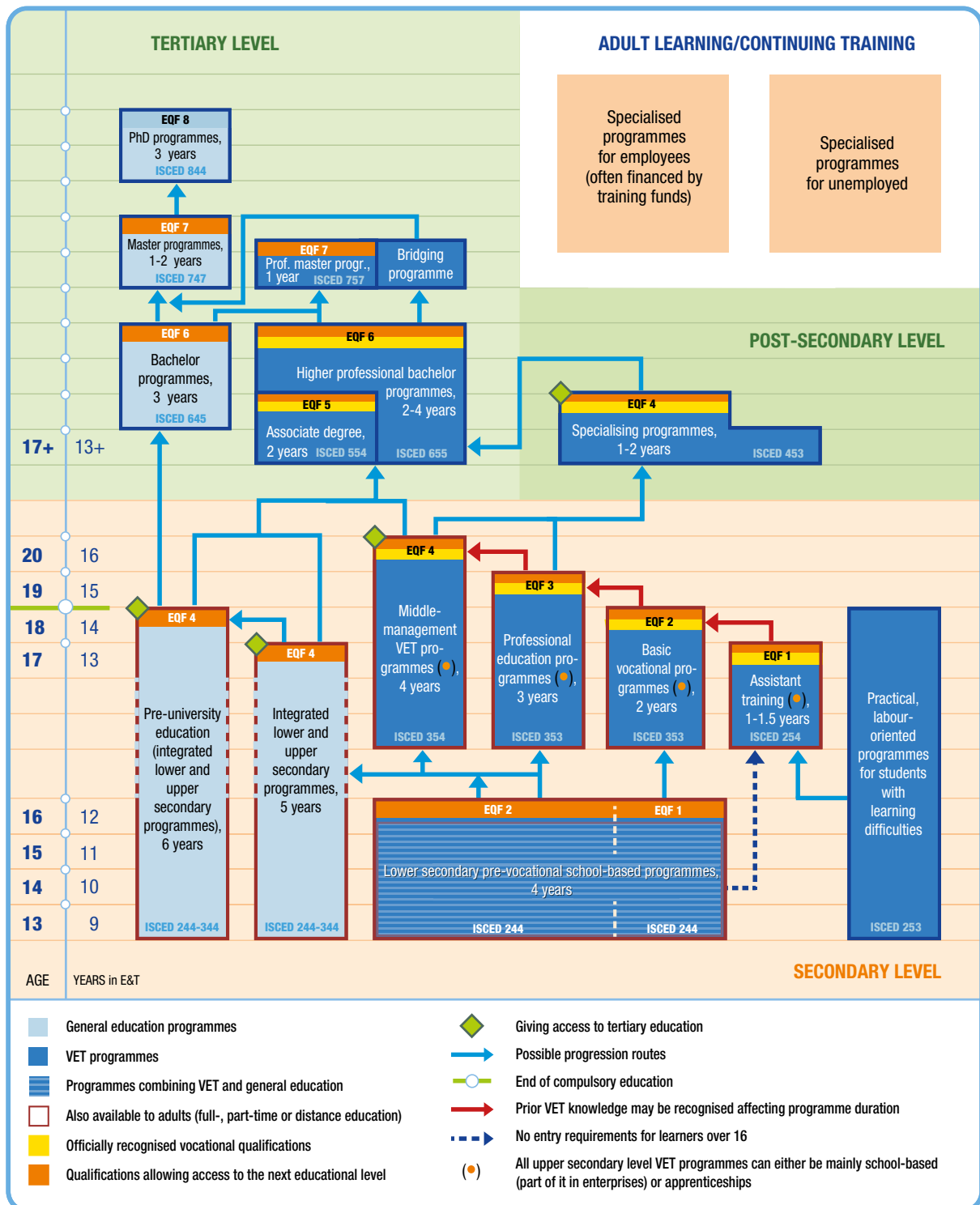
Education in the Netherlands is compulsory from age 5 (though schools accept children from age 4) until age 16, at which stage there is partial compulsory education, which involves students attending school at least twice a week, ending at 18 or whichever point students obtain their degree.

Primary school starts at the age of 4/5 and ends around the age of 12. There are three pathways from here: pre-vocational secondary education (VMBO, four years), senior general secondary education (HAVO, five years) or pre-university education (VWO, six years). HAVO and VWO courses prepare students for tertiary education programmes, with most secondary schools offering more than one path to their students. For those who are not capable of entering prevocational education, labour-oriented practical training is offered.



The chart below gives an overview of the Dutch secondary, post-secondary and tertiary educational system:

Figure 6: The Education and Training System in the Netherlands



NB: ISCED-P 2011.
Source: Cedefop and ReferNet Netherlands.



After completing pre-vocational secondary education (VMBO) students can go on to participate in upper secondary vocational training (MBO). MBO courses can be taken at four different qualification levels:

- assistant (level 1)
- basic vocational training (level 2)
- professional training (level 3)
- middle-management or specialist training (level 4)

MBO comprises school-based vocational training (BOL) and apprenticeship training (BBL) - a dual pathway, in which learning and working are combined. In the school-based pathway, the practical training takes up a minimum 20% and a maximum 59% of study time, while in the dual pathway, training takes place in a company for at least 60% of the study time. There is no difference in the qualifications or diplomas that can be achieved via either pathway. People at an older age (24+) tend to choose BBL, while BOL is chosen mostly by young people.

Regulation of VET

The Ministry of Education, Culture and Science lays down statutory requirements for, among other things, secondary education and secondary vocational education. Secondary vocational education (MBO) is covered by the Adult and Vocational Education Act (WEB) while lower secondary general and pre-vocational education is regulated by the Secondary Education Act (WVO).

The education system in the Netherlands is decentralised, which means that the administration and management of primary and secondary schools and schools for secondary vocational education is locally organised. This means that schools have complete control over the deployment of teaching staff, the educational programmes offered, the organisation of education, and the allocation of their budget.

The Adult and Vocational Education Council is the umbrella organisation that represents the vocational sector. The sector consisted of 43 regional training centres in 2013. This does not include those in the agricultural and natural environment sector – vocational education courses within this sector come under the responsibility of the Ministry of Economic Affairs, Agriculture and Innovation.

It was the foundation of the Cooperation between Vocational Education, Training and the Labour Market (SBB), established on 1 January 2012, that brought together upper secondary vocational education (MBO) and the organised labour market. It is responsible for cross-regional and cross-sector management and harmonisation of themes relating to the compatibility between VET and industry.



Social and Emotional Learning in the Netherlands

The following description of how SEL is defined and implemented in the Dutch education system is partly based on Rene Diekstra's published studies (Diekstra 2008; Diekstra & De Ruiter, 2010).

Concept

Within the Dutch school system the term social emotional education or learning is quite uncommon. Consequently policies, programmes and activities that are similar, or even identical, to what can also be labelled as 'Social Emotional Education or Learning' (SEL) elsewhere, particularly in the United States, are difficult to identify. Therefore obtaining a representative overview of what takes place in the Dutch school system in these respects is, to date, practically impossible.

More commonly in use are the terms 'Social Skills Training' or 'Social Competencies Training' (Bijstra et al., 1994, van Overveld en Louwe, 2005). Also in use are 'Skills for Life' ('Levensvaardigheden' in Dutch) and 'Life Skills' ('Leefstijl' in Dutch). This is probably due to the fact that two of the best known school programmes on promoting social and emotional skills carry these labels (For Skills for Life, see Gravesteyn & Diekstra, 1998, 2004, www.skills-for-life.nl ; For Life Skills, see www.leefstijl.nl).

A website called Sociaal Emotionele Ontwikkeling (Social Emotional Development) (<http://wij-leren.nl/sociaal-emotionele-ontwikkeling.php>) has been launched, intending to be instrumental in introducing such terminology into the educational system, assembling good practices, providing information and support, and stimulating schools in embracing social emotional education. The information available, however, almost exclusively focuses on elementary schools, providing no information on the extent to which social emotional education can be implemented in elementary or secondary schools throughout the country.

History of SEL in the Netherlands

The emergence of social emotional or 'skills for life' education programmes in the Dutch public school system dates back to 1989 – up until this point there were only scattered initiatives by particular schools, professionals and scientists outside of the public school system.

In 1989 the World Health Assembly chose as its focal theme for that year 'The Health of Youth', with particular emphasis on mental and social health and well-being. Under the editorship of the manager of World Health Organization's (WHO) programme on Psychosocial and Behavioral Aspects of Health and Development (co-financed by the Carnegie Corporation of New York), a special volume on Preventive Interventions in Adolescence was produced for dissemination among member states and their representatives (Diekstra, 1989). This volume consisted of a description of a number of social emotional or skills for life programmes, such as the Lions-Quest Life Skills programme.

An offshoot of these activities was a special unit on Skills for Life in education, established in 1993 by the WHO at its mental health division in Geneva. This unit became instrumental in disseminating information and assisting countries and school systems in developing and implementing such programmes. This unit produced a number of policy and work documents in which, among other things, terminology, composition of programmes and programme material was provided. It also organised a number of global and regional meetings of educational policy-makers, school directors, and teachers to promote Skills for Life programmes.

WHO activities in this area, among other stimuli, made the Cabinet's Scientific Advisory Council of the Netherlands decide in 1989 to commission a study on Youth and Development, with special emphasis on preventive youth policies and programmes. The production of the report, comprising among other things the 'State of Youth' and a national youth strategy, was published in 1992 (Diekstra et al. 1992). Essential components of that strategy included:

- a) development of a National Monitor of mental and social well-being in children and young people;
- b) a national programme on educating the educators (parents, teachers, and other care-givers);
- c) the development of a balanced set of preventive and corrective, population-oriented and individual-oriented interventions that are both evidence-based and client-tailored.

A crucial role with regard to fostering social and emotional development, in collaboration with parents and social youth organisations, was assigned to the school system. It took, however, almost three years before the recommendations of the report were actually embraced by politicians and policy-makers at the regional and local level. The first to do so was the municipal government of the Greater City of Rotterdam. For a number of years previous Rotterdam already had the highest prevalence of problem youth, school drop-out and youth-at-risk in the country. Its government in 1995 decided to embark on a city-wide preventive youth policy, inviting outside advisors to develop and pilot it practically. In that same year the proposed policy and action document entitled *Turning Points* was approved by the Rotterdam government, and thus the programme called 'Growing up in the City' started.

In the framework of this chapter, the following components of the programme are relevant:

- **Monitor on Youth.** This consists of all children and youth (0-18) in the city being monitored every other year, with regard to their mental, behavioural and social well-being and development. The data collected is fed back to the municipality, to social organisations, to police, and to schools in the form of a tailored school report. Based on the state of youth in neighbourhoods and schools that emerges over a particular period, programmes, projects and other activities are proposed, put in place, evaluated, redirected, and sometimes even terminated.
- **Preventive Parenting.** In essence, this is a programme for monitoring the mental and social well-being of parents of newborn children, and providing them with treatment or assistance – whether social, psychological or material. The programme is based on the fact that the single most powerful predictor of developmental problems in very young children is the presence of psychological disorders in one or both parents.
- The **Good Behaviour Game** and the translation, implementation and evaluation of it. This is an intervention programme for elementary schoolchildren, aimed at reducing and preventing disruptive behavior in the short, as well as longer, term.
- The construction, implementation and evaluation of a **Skills for Life** programme for secondary schools.



SEL related goals in the curriculum

Although there is no overall national curriculum in the Netherlands, primary school curricula are uniform in terms of their central goals. As to social and emotional development, a number of basic goals have been formulated. In particular:

- Students learn to take care of their own physical and mental health, as well as those of others
- Students acquire self-efficacy in social exchanges with others
- Students learn the central characteristics of the Dutch and European state institutions and of their role as citizen
- Students learn to generally respect accepted values and norms, and to behave themselves accordingly

However, schools are autonomous in the way they provide education in these aspects. Generally speaking, religion-based schools have a long tradition of paying attention to these aspects through the prism of their religious values, customs and practices. They also put a strong emphasis on teachers as moral and behavioural models for the students. But focused class teaching of social, emotional and moral skills, e.g. through structured programmes, has not been part of that tradition. In public schools the situation was, and still is, even more equivocal or diverse. Therefore, in summary, it remains unclear to what extent elementary schools succeed in educating their students in the four aspects mentioned above.

As for secondary education, the situation is even more ambiguous. Here also a substantial number of central goals have been formulated and divided into a number of categories, of which 'individual and society' is the one that appears to be most akin to social, emotional and moral education. However, only two goals within this category can be considered to relate indirectly to SEL: 'respectfully deal with criticisms by others', and 'the ability to respect diversity in convictions and lifestyles'.

SEL programmes in schools

Although no valid information is available on how many schools in the country have implemented and/or still implement social skills or social competencies programmes, it seems reasonable to assume that a substantial percentage, and possibly even a majority, have at one time or another. This estimate is probably more realistic for elementary than for secondary schools. As to the number of schools that have implemented and/or are still implementing the 'Skills for Life' or 'Life Skills' programmes, it would seem to run into many hundreds (see www.leefstijl.nl, personal communication Gravesteijn). However for both these programmes, and other social skills or social competencies programmes, no information is available as to how many schools, once they started, have successfully maintained their implementation over consecutive cohorts of students.

There is also no data available at this point on the criteria or considerations of schools when opting for a particular programme and, with the exception of the Skills for Life and Life Skills, whether teachers are specifically trained for delivering such programmes to their students. It therefore seems reasonable to assume that there is a huge variety in the type, length, conditions and maintenance of social emotional education programmes throughout the country. It is also probable that, even if schools explicitly paid attention to social emotional education, their choice of methods and approaches would often not be evidence-based.

That said, there are a number of programmes developed within the Dutch language area that were shown to be promising or satisfactory in terms of desired outcomes. The comprehensive summary (Diekstra, 2014) provides an assessment of the efficacy of 15 Social Emotional I or Skills for Life programmes in the Netherlands over the period 1993-2013. These programmes were universal, meaning they involved a wide range of children and young people, and not just specific groups, classes or schools. Eight of them were implemented in primary schools while seven of them targeted secondary school students. They were also thoroughly evaluated, using control groups, pre and post tests and follow-up measures, with the results of their efficacy published in peer-reviewed scientific journals. Of the 15 programmes investigated, 14 generally indicated a significant effect on knowledge, attitude and feelings. Unfortunately only four programmes used behavioural measures, but those that did demonstrated significant effects on problem behaviour. The end of this chapter describes one of the programmes, Skills For Life, that appeared particularly effective in lower vocational education (Gravesteijn & Diekstra, 1994, 2014).

Growing recognition of the importance of SEL

In The Social Agenda for The Netherlands (Van Beek and Zonderop, 2006) it is explicitly stated that education towards good citizenship should become a core aim of the educational system, both at the elementary, secondary and higher levels. It also states that at least 5% of the curricula should be devoted, in a systematic and controllable manner, to this task. It is to be expected that education for active citizenship will contain important and substantial components of social emotional or skills for life education.



However, no formal specific regulations or demands regarding content and didactic forms have yet been formulated. In fact, it is left to schools themselves to decide upon how citizenship education will be implemented. It is also improbable that the relatively short term national guidelines will provide information on how to implement education for citizenship. The National School Inspectorates have been charged, from 2008 onwards, with the task of assessing whether schools adequately address active citizenship, in terms of time devoted to and relevance of activities. Three sets of criteria guide this assessment: 1) the knowledge of children and adolescents of basic values and norms for living and participating in a democratic society; 2) the ability to effectively and respectfully deal with cultural diversity; 3) the acquisition of knowledge and skills for actively contributing to the community, such as neighbourhood, town, or social organisations. Up until 2014 there was also a requirement for all secondary school students to complete a 'social internship'. This involved engaging in volunteer work or other types of community service for a period of six weeks during secondary education. This requirement has since been abolished.

An example of good practice: the Skills for Life programme



This programme was chosen on the basis that it is the most extensively researched universal school programme in the country and has been shown to be particularly effective in lower vocational education.

The programme is intended for young people from 14-17 years of age, or 'mid-adolescents', and for all types of secondary schools. The overall aim of the programme is:

'Acquiring and / or increasing skills that enable young people to effectively deal with the social, emotional and moral demands and challenges of everyday life.'

An important and basic principle of Skills for Life is that the target groups are involved as much as possible and have a say in the content and implementation of the programme. This has been the approach from the very first version of the programme, development of which started in 1996 and continues today. Ahead of the programme's development, an inventory was made of everyday situations – conflicts in particular – that frequently happen to adolescents and are difficult for them to deal with effectively.

A number of panel meetings were organised, during which adolescents, their parents / guardians and their teachers were interviewed about critical incidents and events, and the ways in which they believed these should be approached or tackled within the school setting. The answers of parents, teachers and adolescents differed to a remarkable extent. Parents and teachers mostly viewed adolescents from their own frame of reference and experiences, which only partly overlapped with the realities as experienced by their children. The adolescents belonged to a new generation, with new ideas, views, and feelings, desires, and conflicts. For the thematic composition of a SEL programme and the acquisition of relevant skills, it is thus deemed important to use the innovative ideas and experiences of adolescents, as well as the vision and experience of adults.

A few examples of situations mentioned were:

"I find it difficult to say no if a classmate offers me a joint or a cigarette. I often say yes, because I'm afraid that if I would say no, I would no longer be part of the gang." A student

"What I find remarkable is that there are a lot of quarrels among students because of all the gossiping." A teacher

"Sometimes I feel bad inside and I don't know how to deal with that." A student

Using both the input of the panels and available literature, an inventory was made of the skills that adolescents need in order to be able to handle conflict-filled everyday situations. Based on the skills literature, the programme was divided between a first part, geared towards acquisition of general skills, and a second part, geared towards applying such skills to particular themes and problems – as such, the Skills for Life programme puts problem-oriented skills on top of basic skills, as if they are building blocks. For instance, in developing effective communication skills, (1) the basic building block deals with acquisition of adequate verbal and non-verbal communication skills (General), and (2) the next level block deals with the development of skills in assertive communication in dealing with group pressure e.g. in a case of collective bullying (Problem-Oriented).

The theoretical background of Skills for Life

The programme is based on two psychological theories: Bandura's social learning theory (Bandura, 1986) and the rational-emotive therapy (RET) developed by Ellis (1962, 1994). The basic principle of social-learning theory is that an important part of behavioural change may be brought about by the influencing of mental processes. There are various techniques for achieving this:

- Learning through practicing
- Learning through observation
- Learning through internal regulation (such as counting to ten before acting)
- Learning through persuasion and explanation

The general belief is that influencing learning and mental processes through these four techniques has a positive effect on the belief in general self-efficacy. This belief in self-efficacy is an important determinant of behaviour and behavioural change – in particular, the generalisation or transfer of newly learned behaviour. Accordingly, the aim of the Skills for Life programme is to address both behaviour and related mental processes for the purpose of acquiring social and emotional skills.



RET is a form of social-cognitive modification. The primary focus is that changes in thinking will lead to, facilitate or support changes in behaviour – thereby alleviating or improving feelings and behaviours that are emotional, socially problematic or ineffective. This method emphasises changing self-defeating or ineffective thinking patterns that cause emotional and social distress and behavioural problems, into thoughts or ‘self-instructions’ that are more effective, rewarding and reasonable. RET has proven to be widely effective, both with adults in clinical settings and in children and young people in educational settings (see Engels, Garnefski, Diekstra, 1993).

Programme composition

Skills for Life is a programme that consists of a base programme of 17 lessons – four lessons for general skills acquisition, and 13 for problem-related skills acquisition. After the base programme was developed, implemented and evaluated twice, data indicated that, for some schools, the programme should be extended by a number of themes that did not emerge from the panel assessments. Consequently three optional modules were developed, each consisting of three lessons. One of the modules deals with ‘self-presentation’, one with ‘how to deal with aggression of others and yourself’, and one with ‘how to deal with severe emotional problems and suicidal tendencies’. In total Skills for Life consists of 26 lessons that may be as long as a standard school lesson (45 minutes), or be spread out across several lessons.

A few examples of the problem-oriented lesson themes are:

- Learning to recognise what you are doing in conflict situations
- Learning to recognise what you are saying to yourself in conflict situations
- How to say no to addictive substances and gambling
- Bullying – why do it? How do you deal with it?
- Sexuality; learning to respect the limits of others
- How to deal fairly and respectfully with conflicts between you and your parents

The lessons are taught by teachers who are trained in the programme. The teachers are offered a 3-day training course, during which they become familiar with its basic principles through students’ materials and a teacher’s manual. They are then trained, through microteaching, to teach the programme. Halfway through the programme there are at least two booster sessions, during which various techniques, such as facilitating role plays and giving feedback, are practiced again, and teachers are prepared for the remaining classes.

From 1996 to 2013, an estimated 25,000 students followed the Skills for Life classes and 800 teachers took the teacher training course. Several evaluation studies of the programme used control groups and schools, which showed that Skills for Life has been successful in a number of areas, both in the short and the long term. Measurements of success include:

- Increase in self-efficacy in a variety of situations
- Increase in prosocial behaviour (such as caring for others, helping others, and co-operating with others)
- More effective expression of negative emotions
- Decrease in depressive moods and substance abuse
- Decrease in suicidal thoughts and attempted suicide
- Improved relationships between students and peers, and between students and teachers

In addition, teachers indicated in evaluation interviews that they themselves have changed as a result of being trained for and teaching the Skills for Life programme:

"Skills for Life teaches the teacher to be attentive to the problems of students. You react more quickly to the signals you pick up."

"Skills for Life has an emotional impact on you. The programme positively influences your personal development."

"I see myself differently"

"I have gained more self-confidence."

Further reading

Skills for Life programme: <http://www.skills-4-life.nl/>

Life Skills programme: www.leefstijl.nl

Social Emotional Development in the Netherlands:
<http://wij-leren.nl/sociaal-emotionele-ontwikkeling.php>



6.5 THE UNITED KINGDOM

The educational system of the UK

The educational system in the UK consists of primary, secondary, further and higher education. In England, Wales and Northern Ireland, education is compulsory for all children from the ages of 5 to 16. This period of education is divided into four Key Stages (KS):

- **Key Stage 1:** School years 1 and 2 for ages 5-7 (Primary School)
- **Key Stage 2:** School years 3, 4, 5 and 6 for ages 7-11 (Primary School)
- **Key Stage 3:** School years 7, 8, 9, 10 and 11 for ages 11-14 (Secondary School)
- **Key Stage 4:** School years 12 and 13 for ages 14-16 (Secondary School).

Figure 7 shows the positioning of the four Key Stages within the overall UK education system. Further education (FE) commences post-16 years of age and is a requirement for entry to colleges and universities. This includes any study after secondary education that is not part of higher education i.e. does not form part of an undergraduate or postgraduate degree. Higher education leads to undergraduate or postgraduate university qualifications.

In all regions of the UK - England, Scotland, Wales and Northern Ireland - the school leaving age is 16 i.e. school education is compulsory from ages 4 or 5 years up to 16 years. In England only, all children must stay in some form of education or training until their 18th birthday if they were born on or after 1 September 1997 (<https://www.gov.uk/know-when-you-can-leave-school>).

Figure 7: Positioning of Key Stages 1 to 4 in the UK education system

Age		Key Stage	Year	Phase
18+	Post-compulsory			Further Education
17-18			Y13 (A-levels)	
16-17			Y12 (AS-level)	
15-16	Compulsory Education	KS4	Y11 (GCSE)	Secondary schools
14-15			Y10	
13-14		KS3	Y9	
12-13			Y8	
11-12			Y7	
10-11		KS2	Y6 (SATs)	Primary schools
9-10			Y5	
8-9			Y4	
7-8			Y3	
6-7		KS1	Y2	
5-6			Y1	
4-5		EYFS	R	Pre-school
0-4				

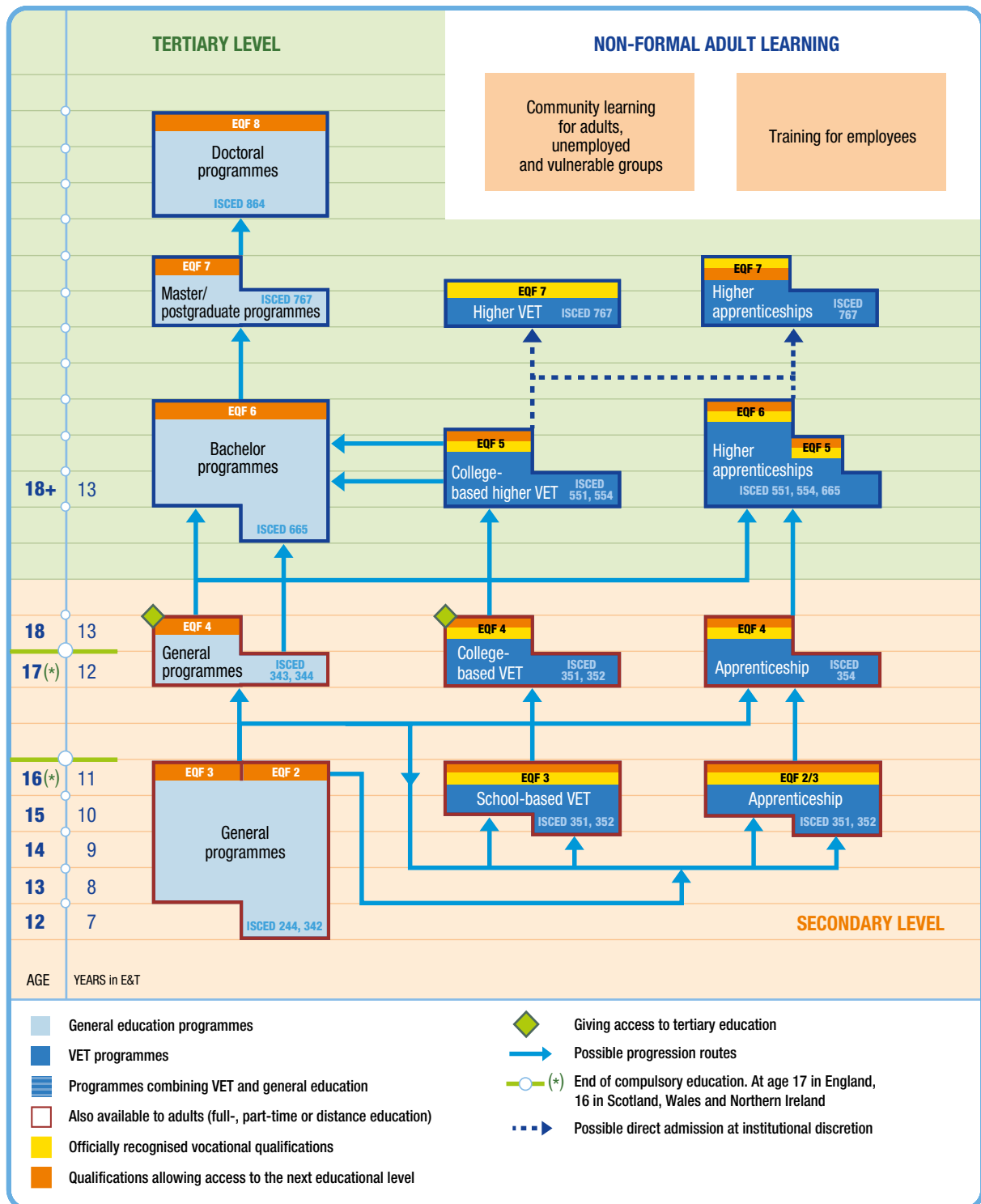
Source: http://poerup.referata.com/wiki/United_Kingdom

Vocational Education and Training (VET) in the UK

Figure 8 gives an overview of the UK secondary, post-secondary and tertiary educational system and the place of VET within it. Students can undertake VET at the higher education level, but most VET qualifications are undertaken at the secondary or further education levels. At Key Stage 4 (14-16 years old), many students study at least one vocational course. Thereafter they are likely to enter further education, go into apprenticeship or begin employment. VET is provided at a range of institutions, from further education colleges and specialist colleges, such as colleges of agriculture or colleges of drama and dance, to private training providers. Apprenticeships combine paid employment with practical training in the workplace and study. Many mature (adult) students undertake VET.



Figure 8: The Education and Training System in the UK



NB: ISCED-P 2011.
Source: Cedefop and ReferNet UK.



Regulation of VET

The devolved administrations in Wales, Scotland and Northern Ireland have responsibility for education, including VET. This regionalisation means that there are variations in provision and regulation of education across the UK (England, Wales, Scotland and Northern Ireland). The National Curriculum sets out subjects to be studied by all pupils during compulsory phases of education (Key Stages 1-4) in all schools in England, except for private schools and academies, with Wales and Northern Ireland following it to varying extents. Scotland has its own educational system and a qualification framework that differs to the National Curriculum (schoolwork.co.uk, 2007).

Regulation of standards for vocational education is undertaken by the Office of Qualifications and Examinations Regulation (Ofqual) in England and Northern Ireland, by the Welsh Government in Wales and by the Scottish Credit and Qualifications Framework (SCQF) Partnership in Scotland. These bodies formulate the rules and ensure that organisations developing and awarding vocational qualifications meet the established criteria for doing so. Qualifications are unit-based and comparisons can be drawn between the qualifications and levels in England, Wales, Scotland and Northern Ireland as outlined by the Welsh Government guide (2011). A degree of alignment exists between qualification and credit frameworks and makes possible the transfer of qualifications across the different parts of the UK. It also creates the potential for alignment with the European credit system for vocational education and training (ECVET) (Cedefop, 2015, pp. 66-67). However, the increased devolution of decision-making powers to the governing assemblies in Scotland, Wales and Northern Ireland is likely to increase the divergent nature of the regulatory systems in the UK. This in turn will create challenges for the creation of a comprehensive European framework across all UK regions and in enabling international student mobility (Egerton, 2014).

SEL in UK education

In the UK, terms such as 'non-cognitive skills', 'skills for life and work' and 'social and emotional learning' are used to refer to processes of personal and social development (Clarke, Morreale, Field, Hussein, & Barry, 2015, p. 16). Government policies in the UK have acknowledged the critical role of social and emotional learning in enabling young people to realise their full potential, and to participate effectively in education, training and employment, and in family and society life. The need for education of children and young people to be holistic and beyond a narrow focus on academic achievements led to the development of the school programme, 'Social and Emotional Aspects of Learning' (SEAL), which was launched in primary schools in 2004 and in secondary schools in 2007. However, an evaluation of the programme in secondary schools concluded that it did not have a significant impact on SEL of students or on mental health and behavioural difficulties (Humphrey, Lendrum, & Wigelsworth, 2010). Funding for the programme was withdrawn by the coalition government in 2010, although the materials are still available for use by schools (Department of Education, 2005).

SEL and VET

SEL is incorporated into specific areas of learning in secondary schools (Key Stages 3 and 4) in England, Wales and Northern Ireland, which are adhering to the National Curriculum requirements. Thus students will be introduced to such learning whether studying vocational or academic subjects. Statutory areas – those that have a requirement to be included within the curriculum – include ‘citizenship’ and ‘sex and relationship education’. The former concerns ways in which a citizen can contribute to the improvement of his or her community, while the latter encompasses physical, emotional and moral development. Non-statutory provision includes PSHE (personal, social, health and economic) education. A recent Department of Education report (2015) concluded that PSHE provision has positive impacts in enhancing social and emotional skills.

When students leave compulsory education at 16 years old and enter further education or learning through apprenticeships, provision of SEL becomes more diffuse and variable depending on the type of institution and qualification taken. As outlined previously, vocational qualifications are offered by a broad range of institutions. Under the present system, organisations develop combinations of learning units to form part of Ofqual accredited qualifications. Some such units, e.g Edexcel Learning and Development (Pearson Qualifications, 2015), incorporate SEL. Apprenticeships in England include Personal Learning and Thinking Skills (PLTS), covering independent inquiry and creative thinking, self-management, team-working and effective participation.

Good Practice examples

Clarke *et al.* (2015) carried out an extensive review of social and emotional learning intervention in the UK, both in school and out-of-school settings. The three examples outlined below are drawn from this study. They have been developed in the UK, and are selected to cover a range of settings and approaches. Each has the potential to inform the provision of SEL programmes in vocational education and training (VET). In Clarke *et al.*'s study (p.25), the evidence base for the selected interventions is rated according to the Early Intervention Foundation's (EIF) Standards of Evidence on a 1-4 scale (1: least effective to 4: most effective).

Selected examples:

- *.b (Mindfulness in Schools project)*: Developed for use in secondary schools; adaptable for use in other contexts; EIF evidence rating of 3 = effective.
- *Hindleap Warren Outdoor Education Centre*: residential course for young people aged between 7 and 24, making use of outdoor activities and environmental education; EIF evidence rating of 2 = potentially effective.
- *Microsoft Youth Hubs*: a programme with a corporate sponsor (Microsoft); supporting the development of digital literacy, and trains peer-educators; EIF evidence rating of +1 = potentially effective / theory-based.

Good Practice 1: .b (Mindfulness in Schools project)

Table 8: Overview of .b (Mindfulness in Schools project)

Title and provider	.b (standing for Stop, Breathe, Be), provided by the 'Mindfulness in Schools Project' a non-profit organisation http://mindfulnessinschools.org/
Aims and areas of activity	<p>Aim: To encourage, support and research the use of secular mindfulness in schools.</p> <p>Applicable country-wide; presently implemented in a range of secondary schools in the southern counties of the UK and in South Wales, with interest widening in the training programme.</p> <p>Target group: 11-18 year olds in classroom and youth centre settings.</p>
Background	The project was founded in 2007 by secondary school teachers, Richard Burnett, Chris Cullen and Chris O'Neill. Having experienced the benefits of mindfulness themselves, they wished to enable young people to experience its benefits as part of their classroom learning.
Approach / methodology / theory of change	<p>Mindfulness involves learning to direct attention to experience as it happens, and to deal with it with openness and acceptance in the present. It originated in Buddhist thinking and meditation practice.</p> <p>.b has its roots in Mindfulness-based Cognitive Therapy, a programme developed in the UK to help adults in dealing with depression. However, .b is not a therapeutic programme but one intended to introduce all young people to the benefits of mindfulness i.e. increased health and wellbeing, the ability to think more clearly and to feel calmer, less anxious and depressed.</p> <p>.b is provided by a trained mindfulness practitioner. The Mindfulness for Schools project provided training for schoolteachers and others in the practice.</p> <p>For students: an introductory lesson, followed by a 9-week course (nine lessons)</p> <p>http://mindfulnessinschools.org/what-is-b/nine-lessons/</p>
Evidence of impact	Quasi-experimental studies carried out in 2011, 2012 and 2013 have provided evidence for the beneficial impact of the programme on participants' well-being, and reduction in levels of stress and depression. The impact was maintained three months after the intervention where participants continued to practice mindfulness.
Outlays	<p>The programme is delivered by the school's teachers, or may be delivered by trained teachers from other schools, or other practitioners. The cost of teacher training is the main outlay. The training is a 4-day course. Training materials are provided, and ongoing support is available via a Mindfulness in Schools Project (MiSP) Teachers' Network for a membership fee of £75 per year.</p> <p>Applicants for the 4-day training course need to have undertaken the equivalent of an 8-week training course in mindfulness and have practiced mindfulness themselves regularly over 6-month period.</p>

A principle underpinning the *.b* mindfulness programme is that teachers delivering the training themselves practice mindfulness and so act as role-models for the process. The programme is not provided for public use as the providers emphasise the importance of context to the training approach. It is tailored for use in the classroom, or other related youth and educational settings. A programme of 6 x 1 hour (or 12 x 30 min) lessons has been developed for use in primary schools (7-11 years old).

Although the research is in early stages, evidence to date shows the programme to be effective in its impact on the social and emotional well-being of students, and that it benefits teachers and the school as a whole. A major study into the impact of mindfulness training in secondary school has been announced recently by University College London (UCL).

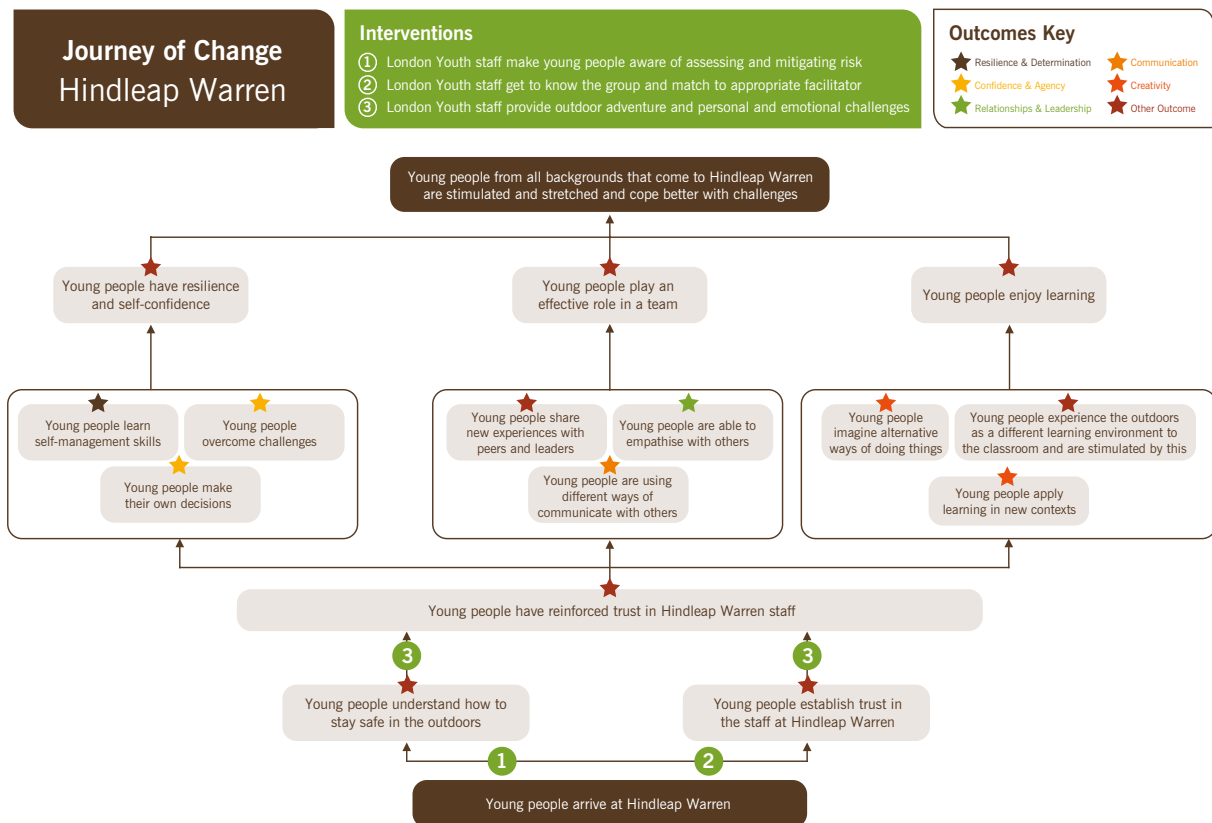


Good Practice 2: Hindleap Warren Outdoor Education Centre

Table 9: Overview of Hindleap Warren Outdoor Education Centre

Title and provider	<p>Hindleap Warren Outdoor Education Centre, run by London Youth, a charitable network organisation with a membership of 400 London-based youth organisations.</p> <p>http://www.londonyouth.org.uk/hindleap-warren-outdoor-education-centre</p> <p>http://www.londonyouth.org.uk/</p>
Aims and areas of activity	<p>Aim: Through the means of outdoor education, encourage and enable young people to reach out beyond the familiar and comfortable, and enable them to realise their potential.</p> <p>Hindleap Warren Outdoor Education Centre provides residential and day courses for young people from schools, youth groups and local authority youth services. Through a combination of outdoor activities young people are stretched and challenged, gain skills in teamwork and creativity, and build confidence and reliance.</p> <p>Target group: Young people between 7 and 24 years old.</p>
Background	<p>London Youth (full name: The Federation of London Youth Clubs) was formed in 1999 from the amalgamation of two long-established youth charities. Hindleap Warren has been providing outdoor education since 1964.</p>
Approach / methodology / theory of change	<p>Based on the Theory of Change shown in Figure 9, young people progressively build their skills and abilities in communication, confidence, relationships, creativity, resilience, and leadership through a co-ordinated programme of outdoor activities.</p> <p>3-day (two nights) residential stay for a minimum group size of eight. Teachers can also attend. All activities are led by fully trained and qualified staff based at the outdoor education centre.</p> <p>Most activities take place at the education centre situated within a 300-acre woodland. These activities include archery, orienteering, pool canoeing, wall-climbing, high ropes, zip-wires, abseiling, bushcraft, obstacle courses and team challenges. Groups can also be taken off-site for canoeing, kayaking, raft building, mine exploration, rock climbing and bouldering.</p> <p>http://www.ukschooltrips.co.uk/uk-school-trip-destinations/hindleap-warren-outdoor-education-centre-east-sussex</p>
Evidence of impact	<p>Evaluation carried out by London Youth Staff (2013-2014), pre- and post-intervention, no control group used.</p> <p>Participants demonstrated statistically significant, moderate to strong change in social and emotional capabilities, with the strongest change shown in managing feelings, planning and problem-solving, and creativity.</p> <p>http://www.londonyouth.org.uk/sites/default/files/Impact%20Review%20-%20Project%20Oracle_0.pdf</p>
Outlay	<p>In 2014-15, it cost between £150 and £180 per person for a 3-day (two nights) residential course. One staff place is provided free per activity group of ten young people.</p> <p>A five day, four night residential costs between £210 and £310 per person; a day course costs £32 per person; staff places are free of charge.</p> <p>Appropriate clothing must be worn. All equipment is provided.</p>

Figure 9: Theory of Change underpinning the use of outdoor education activities at Hindleap Warren Outdoor Education Centre



Source: London Youth: http://www.londonyouth.org.uk/sites/default/files/Hindleap%20Warren%20activities%20provision_0.pdf

Hindleap Warren Outdoor Education Centre offers a broad range of activities tailored for different age groups and for young people of differing abilities. For instance, it provides outdoor activities suited to young people with disabilities or learning difficulties. It also gives young people the opportunity to gain recognised accreditation in short courses in outdoor activities and peer tutoring.

The evidence base for impact requires strengthening, something which London Youth is addressing through the development of processes for gathering data and measuring impact across all its programmes. Early findings provide evidence that the programmes at Hindleap Warren Outdoor Education Centre impact positively on the social and emotional capabilities of the young people who participate, although not equally across all measures. Primary school children seem more satisfied with their experience than secondary school children, and there is a difference in how teachers and centre staff perceive the outcomes compared to young people in their teens. Such findings are to be followed up. Links to the first reports are provided on p.81.

Good Practice 3: Microsoft Youth Hubs

Table 10: Overview of Microsoft Youth Hubs

Title and provider	<p>Microsoft Youth Hubs is a project being managed by UK Youth, in partnership with Microsoft. Selected youth clubs manage their own hub.</p> <p>http://www.digitalyouthhubs.uk/</p> <p>http://www.ukyouth.org/our-work-with-young-people/corporate-responsibility/ityouthhubs#.VbvB0v_H_IU</p>
Aims and areas of activity	<p>Aim: To set up 35 Hubs across the UK which aim to empower and train young people to become peer educators in digital literacy, offer opportunities for young people to develop their skills in ICT, inform young people of the continuing changes in technology, and inspire young people to seek a career in technology.</p> <p>Target group: Young people of 16-25 years old, especially those with limited access to IT.</p> <p>Between 2012 and 2015, 75 organisations across the UK have been funded to deliver the Microsoft Youth Hubs programme.</p>
Background	<p>Founded in 1911, UK Youth is a national charity that reaches young people through a network of youth clubs and projects. It supports young people in gaining life skills that build confidence, resilience and increase their employment potential.</p> <p>Microsoft chose to mark its 30th anniversary in 2012 by teaming up with UK Youth and developing the Hubs project.</p>
Approach / methodology	<p>Each Hub trains and supports three selected young people to become 'IT Champions' (peer educators) who develop their own IT skills. Each champion will ensure a minimum of 20 young people will receive digital skills training through a peer-led learning programme. IT Champions will be overseen by a youth worker who will receive training and support from a Microsoft volunteer.</p>
Evidence of impact	<p>Evaluation was carried out by UK Youth 2014 and included: Youth worker surveys; case study and self-reporting by young people. No controls were used and measures were non-standardized.</p> <p>Improvements were reported in the young people's planning, confidence, empathy, self-esteem, communication and relationship with peers.</p>
Outlays	<p>Each selected youth centre receives up to £1,800 to cover staff costs; a software/hardware grant; travel bursaries for IT Champions; peer education and IT training for youth workers and young people; training for youth workers in the delivery of Youth Achievement Awards; the support of a Microsoft mentor and support from UK Youth / Youth Scotland.</p> <p>The selected youth centre: provides a youth worker to lead the project; makes a Hub space available to young people for at least six hours a week over 25 weeks; recruits and supports three IT Champions (16+ years old); recruits young people with limited access to IT; and completes monitoring and evaluation forms.</p>

The Microsoft Youth Hubs project is in the early stages of implementation and there is limited research evidence of its effectiveness. It is of particular interest because of the nature of the partnership between a youth organisation and a corporate sponsor (Microsoft), the latter of which is also a potential future employer. Through IT and computers, it engages young people in out-of-school activities of interest to them, and in learning that has direct vocational relevance. IT champions can receive recognised accreditation for their work in peer-training and support. The potential to support social and emotional competences such as self-esteem, confidence, communication, relationships with peers and adults, empathy and leadership is provided through the peer-led approach and the collaborative involvement of youth workers and Microsoft employees.

Further reading

On: *European VET initiatives in the UK, What are they and how do they interact?* (2012)

<http://www.rewardinglearning.org.uk/docs/accreditation/european/EU%20VET%20Initiatives%20in%20the%20UK%20Report.pdf>

On Mindfulness in Schools:

Effectiveness of the Mindfulness in Schools Programme: non-randomised controlled feasibility study

Willem Kuyken, Katherine Weare, Obioha C. Ukoumunne, Rachael Vicary, Nicola Motton, Richard Burnett, Chris Cullen, Sarah Hennelly, Felicia Huppert, *The British Journal of Psychiatry* Jun 2013, DOI: 10.1192/bjp.bp.113.126649

A TedTalk on: Mindfulness in Schools, by Richard Burnett:

<http://tedxtalks.ted.com/video/Mindfulness-in-Schools-Richard>

Large trial will assess effectiveness of teaching mindfulness in UK schools

16 July 2015, <http://www.ucl.ac.uk/news/news-articles/0715/160715-mindfulness-trial-schools#sthash.P9XfMDwU.dpuf>

On London Youth programmes:

Good Youth Work Works? Our Learning from 2013/14, London Youth

<http://www.londonyouth.org.uk/sites/default/files/Good%20Youth%20Work%20Works%202013-14.pdf>

Learning Report, London Youth All programmes 2013-2014

<http://www.londonyouth.org.uk/sites/default/files/Learning%20Report%20-%20All%20Programmes%202013-14.pdf>

On: Microsoft Youth Hubs project

Microsoft blog: *Microsoft Youth Hubs project*

http://blogs.technet.com/b/mpn_uk/archive/2014/11/04/guest-blog-from-linda-rendleman-future-decoded-and-uk-youth.aspx

UK Youth And Microsoft Youth Hubs:

<https://www.youtube.com/watch?v=NTcZWYahRw4> (3.43mins)

Location of the 75 organizations in the UK funded to deliver the Microsoft Youth Hubs programme (2012-2015): <http://www.bing.com/maps/?v=2&cp=53.462885~-2.276999&lvl=6&sty=r&cid=80272B87392AED57!194&eo=0>

Chapter 7

CONCLUSIONS AND FUTURE DIRECTIONS

As discussed in Chapter 3, Social and Emotional Learning (SEL) is a complex construct that involves social and emotional competences. Both dimensions are important for personal development and for success in life and work, whether it be emotional competences such as the ability to recognise and manage one's own emotions, self-confidence and motivation, the ability to set personal goals and to pursue them, or social competences such as social awareness and the ability to communicate and to collaborate effectively with others.

SEL is defined in different ways by organisations and regulators within the EU and OECD. This situation can lead to lack of clarity, particularly where the concepts under consideration combine SEL competences with others e.g. key competencies covering social and civic competences or transversal skills / 21st century skills covering digital literacy, leadership and research capabilities. On the other hand, the inclusion of SEL competences within such frameworks shows recognition of their relevance and the interdependence between cognitive and non-cognitive competences. For instance, a student's self-confidence, awareness of personal ability and capacity to deal with peer influences can impact greatly on their academic and work-based learning.

SEL competences can be taught and, to be effective, such interventions need to be in the form of structured programmes with explicit goals. Providing well-considered and pedagogically-sound SEL interventions at appropriate times of a child or adolescent's life is a preventative approach that increases the probability of healthy development of the individual. In so doing, it enables him or her to contribute positively to the well-being of their peers and communities. Thus, we argue that SEL programmes should be available for all students rather than targeted solely at those regarded as having problem behaviours. Such programmes not only contribute to the decrease of conduct problems and to the improvement of students' mental health, but they also increase students' motivation to learn and their academic performance.



In chapter 4, we explored the reasons that provision of SEL programmes might be especially important for VET students, drawing on data from the participating countries (Hungary, Germany, the Netherlands, Malta and the UK). The status of VET and the profile of VET students differ in each of these countries. VET is perceived less favourably than general secondary education in some of these countries, particularly Hungary, and the proportion of students coming from low socio-economic backgrounds is higher. Such students may include those coming from poor, minority or migrant families, or where parents are unemployed or have no or low qualifications. Additionally, the capacity of VET students to persist in their studies is lower and their dropout rates higher than the respective indicators for general secondary education. Since acquisition of SEL competences supports the motivation to learn, the capacity to focus on goals, increased self-awareness and self-management, and improved relationship skills, provision of SEL programmes for VET students and students from disadvantaged backgrounds is of especial importance. It can contribute towards decreasing the inequality gap between them and those that come from more privileged families, at least at an individual level.

SEL competencies are lifelong ones, and the development of emotional and social well-being is influenced by the multiple, interdependent environments in which children and young people live and grow. Such contexts include the educational environment, whether school, college or university, the home, or the wider community – environments with which the individual continually interacts and takes on different roles. Thus, it makes sense to consider the influence of home and community on the individual's learning and also how these situations in turn can contribute to development of SEL competences. In chapter 5, we consider how extracurricular activities such as sports and arts can benefit by explicit incorporation of SEL programmes. Such activities – the arts in particular – can in turn inform the development of creative and holistic approaches to the design and implementation of SEL programmes. The well-established approaches to research and evaluation in SEL are proving useful in gathering data and evidence that demonstrates the validity and effectiveness of extracurricular activities in social and emotional learning. However, this is an area in need of inquiry and development to ensure that the research approach is appropriate and meaningful to the users and practitioners in the sports, arts and elsewhere. The keen and active involvement of families and communities in many extracurricular activities provides an added bonus in supporting development of SEL competences, a situation that is not always available for school-based SEL programmes.

In chapter 6, we outlined the education system and regulatory frameworks for the VET sector in each participating country so as to show the context in which schools operate. Each country report described the status of SEL programmes, along with examples of good practice. Some countries, such as Germany, have a decentralised education system whereas others are more centralised. The Hungarian system in particular tends towards extreme centralisation, where schools do not manage their own budgets or choose their own teaching materials.

Differences are seen for SEL programmes between the five participating countries. The UK and the Netherlands have a history of developing such programmes and can provide many examples of evidence-based school interventions. The introduction of SEL programmes in Germany is relatively recent (2000s), and although there are a variety of approaches, they are rarely evidence-based. Malta has a strong ethos of personal development provision, with personal and social education as a compulsory subject of curriculum in secondary state schools. However, these interventions are not evidence-based and usually do not cover all SEL competences. Hungary fares worst amongst the participating countries. The centralised education system and lack of financial autonomy means that schools cannot take the initiative to allocate funds for experimenting with implementation of SEL programmes. Yet the need for such programmes, particularly for VET students, is probably greatest in Hungary. However, we have been able to provide examples of programmes in Hungary that target the development of social skills of students.

Overall, we can conclude that SEL has a recognised place in the education system of each participating country. All the national curriculums require the provision of classes targeting the development of social skills, but rarely does such provision equate to complete and structured SEL programmes. The national qualification systems (linked to EQF) also include SEL competences on every educational level among the learning outcomes. The good practice samples provided for each country highlight key factors that are indispensable for carrying out effective SEL interventions.

Such factors include:

- Support and commitment by school management and leaders
- Involvement and commitment of the teachers/trainers who implement the programmes
- Well-defined goals and a structured programme to achieve objectives
- Teacher training and provision of explicit implementation guidelines
- The existence of a programme manual or other supportive materials
- The use of competence enhancement and empowering approaches e.g. interactive activities such as classroom discussion, games, role-play and group work
- Explicit teaching of social and emotional skills
- Integration of the importance of teaching SEL skills into the core mission of the school-base.

The impact of SEL interventions can be further enhanced if SEL competences are taught within all subject areas (a whole school approach), and if families and communities, such as sport organisations, are also involved, both in the development and in the delivery phase.

In undertaking the SELVET project, and in visiting each participating country, the partners have been able to share practice and to compare and contrast SEL programmes in each context. In particular, we have inquired into the means by which the effectiveness and value of such programmes can be demonstrated, and have explored the relevance and importance of SEL for students in vocational education and training (VET). In so doing, we have created a rich resource of learning, and have compiled a valuable databank of literature and case study examples. Our future work will involve closer examination of this material, in order to inform our search for practical means by which SEL provision can be extended and improved in different settings. To be sustainable, such provision must draw on existing good practice but also must be adapted in such a way as to make implementation feasible. Economic, cultural, political and social factors differ across the partner countries – what works in one setting may not be realistic for another. However, as illustrated by the diversity of our good practice examples, creative and collaborative approaches give hope and encouragement in tackling even the most challenging of situations.



Chapter 8

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